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ABSTRACT

This document summarizes the final accomplishments of the Supportive School and Community Education Program (SSCE), which was designed to prepare supportive educators for students with low incidence and severe disabilities. The SSCE was awarded a federal grant for a four-year period, 1992-96, to expand an established preservice preparation program. The program targeted recruitment among two groups: (1) educators working in general or special education who were underqualified to serve students with low incidence severe disabilities, and (2) persons of color, disability, and cultural difference who have been traditionally underrepresented in the teaching profession. Over the four years, the program provided full or partial support for 57 students for training as classroom teachers and educators serving in the emerging field of itinerant support consultants. In addition, 247 students participated in SSCE coursework and activities. The report presents an overview of the project objectives and activities and a narrative description of particular areas of accomplishment, and provides a summary of accomplishments in all areas. Attachments include a continuing professional development task log and task description, practicum evaluation forms, a work sample guide and score guides, and articles on the challenges of inclusion and the changing role of special educators. (CR)

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ED 420 983

Supportive School and Community Education Program

Preparing Supportive Educators for Students with Low Incidence and Severe Disabilities

■ CFDA 84.029 A

■ FINAL REPORT - EXECUTIVE SUMMARY

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SSCE FINAL REPORT

This document reports the final accomplishments of the Supportive School and Community Education Program: Preparing Supportive Educators for Students with Low Incidence and Severe Disabilities (CFDA 84.029A; Grant Project #HO29A20012). The Supportive School and Community Education Program (SSCE) was awarded the grant for a four year period, 1992-1996, to expand an established preservice preparation program. The program targeted recruitment in two focus group areas: (1) educators working in general or special education who were underqualified to serve students with low incidence severe disabilities, and (2) persons of color, disability and cultural difference that have been traditionally under-represented in the teaching profession. Specifically, over the four-year period the award provided either full or partial support for 57 students for training as classroom teachers and educators serving in emerging roles of itinerant support consultants. In addition, 247 students funded through other sources participated in SSCE coursework and activities.

The SSCE Program addressed four main objectives:

1. *Training* To Prepare 10-13 professionals (6-8 full time and 8-10 part time) during each of the four grant years for direct and indirect roles in inclusionary educational programs for students with low incidence and severe disabilities.
2. *Dissemination and technical support.* To provide technical support to local schools and classrooms serving students with low incidence and severe disabilities and to produce materials that address state/local service problems or contribute to programs improvements.
3. *Ongoing program evaluation and program revision.* To evaluate the extent to which the SSCE Program meets its training and dissemination objectives and to revise program and project activity as needed.
4. *Focused evaluation.* To design and complete 1-2 research studies related to team teaching/collaboration and teachers' roles in systems change.

GRANT ACCOMPLISHMENTS

This section first presents an overview of the SSCE Project objectives and activities for reference; second, presents narrative description in particular areas of accomplishments, and; finally, provides a summary of accomplishments in all areas.

Project Objectives

The overall purpose of the SSCE project was to prepare teachers for 21st century schools with the capacity to create the learning content and experiences that will be effective for maximally diverse groups of students. This effort involved four sets of activities: (1) recruiting and teaching, (2) providing technical support to both students and area classrooms, (3) evaluating the effectiveness of project activities and goals, and (4) evaluating and improving the overall SSCE approach through focused research and evaluation efforts. These broad sets of activities are detailed in four project objectives and activities summarized in Table 1.

Table 1: SSCE Project: Objectives and Activities

1.0	Training	
	1.1	Recruit applicants
	1.2	Review applicants
	1.3	Assign advisors
	1.4	Conduct student orientations
	1.5	Do individual advising
	1.6	Review program operation with area Consortium
	1.7	Review practica agreements with local schools and districts
	1.8	Assign practicum placements
	1.9	Orient practicum instructors and cooperating professionals
	1.10	Update student program files and work sample notebooks
2.0	Dissemination and Technical Support	
	2.1	Solicit research and development projects from local teachers and district personnel
	2.2	Solicit participation of local teachers and district personnel on research and development projects
	2.3	Distribute relevant materials to local/state teachers and administrators
	2.4	Schedule regular meetings between program coordinator and area teachers and administrators
3.0	Ongoing evaluation and Program Revision	
	3.1	Hold weekly practicum faculty, bi-weekly training coordinators, and monthly faculty meetings
	3.2	Conduct midterm and end of quarter student and cooperating teacher evaluations
	3.3	Review course syllabi according to evaluation feedback
	3.4	Review Program Handbook and revise according to evaluation feedback
	3.5	Prepare summary of evaluation data for internal funding agency use
4.0	Focused Evaluation	
	4.1	Design team teaching/collaboration study
	4.2	Design teacher/systems change study
	4.3	Develop any study instrumentation and data collection strategies
	4.4	Run and analyze teaching/collaboration study
	4.5	Run and analyze teacher/systems change study
	4.6	Prepare two study reports of results and implications
	4.7	Review and revise SSCE Program as indicated

Objective 1: Training

Student recruitment and status

Applicants to the SSCE Program were recruited from a local, national, and international pool of educators wanting to pursue either licensure for teaching students with severe disabilities, an advanced degree in the field of developmental disabilities, or both. Recruitment efforts included formal and informal presentations by project members at summer institutes around the country, distribution of information materials at recruitment fairs and conferences, direct mailing of informational materials to area districts, and publication of advertisements in professional publications. Presentations and activities in other countries also attracted a number of international applicants from countries experiencing similar efforts to reform both general and special education lending a breadth of discussion in coursework that would not otherwise occur. Sample recruitment materials are included in Attachment 1.

Table 2 presents the status of all individuals enrolled in the SSCE program during the four year grant period, as well as individuals who took courses within SSCE as part of other programs' advanced degree components. Some of these students received SSCE tuition and stipend support for their entire program, some for parts, while others received funding from other sources. Efforts at recruiting under-represented minorities into the field met with qualified success. Of the 34 full-program graduate students who chose to self-identify on the basis of race, one is African-American and two are Hispanic. Also, of those 34 students, 6 are male with 3 of them continuing to work as teachers in the public schools, one is continuing as a doctoral student, one works in adult services, and the sixth chose to pursue another field.

A key innovative feature of the SSCE recruitment strategy was the offering of a 3-4 course professional development sequence. Participants who subsequently were accepted into the SSCE program were then able to apply the credit for these courses to their graduate program. This strategy proved extremely successful, with a total of 12 students subsequently entering advanced degree programs. Those students who entered programs through this route are indicated below by an "*".

Table 2: SSCE-funded Students

NAME	PROGRAM	STATUS	ADVISOR	PREVIOUS EXPERIENCE
1. Gigi Aaron	SSCE/Master's+SHL Part time	SHL completed '89 Master's completed Summer '93	R. O'Neill	Parent, Special Education Teacher
2. Julene Anderson*	SSCE/Master's+SHL Full time	SHL completed Spring'93 Master's completed Summer '93	D. Ferguson	Education Assistant, Segregated School
3. Carolyn Bates	SSCE/Master's+SHL Full time	SHL completed Winter '97 Master's anticipated Summer '98	R. Albin	Education & program assistant
4. Michele Bulgatz	SSCE/Master's+SHL Full time	SHL completed Spring '94 Master's completed Spring '94	R. O'Neill	Education Assistant, Segregated School
5. Sarah Cameron	SSCE/Master's+SHL Full time	SHL completed Spring '94 Master's completed Spring '94	P. Ferguson	Education Assistant, Self-contained Classrooms
6. Debra Carey*	SSCE/Master's+SHL Part time	SHL completed Spring '98 Master's anticipated Summer '98	P. Ferguson	General education teacher, South Africa
7. Dan Crain	SSCE/Master's+SHL Full time	SHL completed Spring'94 Master's completed Summer '94	R. Horner	Parent, Education Assistant, Self-contained Classrooms
8. Kim Edwards	SSCE/Master's+SHL Part time	Master's completed Summer '94	D. Ferguson	SHL completed '88; Special Education Teacher

NAME	PROGRAM	STATUS	ADVISOR	PREVIOUS EXPERIENCE
9. John Fox	SSCE/Master's+SHL Full time	Transferred to Adult Services Program Winter '93 Master's completed Summer '94	R. O'Neill	Adult Services
10. Susannah Hall	SSCE/Master's+SHL Full time	SHL completed Spring '95 Master's completed Winter '96	R. Horner	Education Assistant
11. Mark Harvey	SSCE/Master's Full time	Master's completed Fall '96	R. Horner	Student researcher
12. Karen Heinicke-Motsch	SSCE/Early Intervention Master's+SHL Full time	SHL completed Spring '93 Master's completed Summer '93	D. Ferguson D. Bricker	Overseas Program Consultant, Early Intervention
13. Nadia Katul*	SSCE/Master's+SHL Full time	SHL & master's completed Fall '95	D. Ferguson	Education assistant, integrated classrooms
14. Ayana Kee	SSCE/Master's+SHL Full time	SHL & master's completed Spring '98	P. Ferguson	General education teacher, California
15. Elizabeth Keeton	SSCE/Master's Full time	Master's completed Winter '96	R. Horner	Student researcher
16. Deborah Krause	SSCE/Master's+SHL Full time	SHL completed Spring '93 Master's completed Winter '94	D. Ferguson	Adult Services, General Education
17. Kirsten Kroner	SSCE/Master's+SHL Part time	SHL completed Spring'92 Master's completed Spring '93	D. Ferguson	Education Assistant, Self-contained Classrooms
18. Mary Machens	SSCE/Master's+SHL Full time	SHL completed Spring'95 Master's completed Fall '95	P. Ferguson	Classroom assistant
19. Greg Markee	SSCE/Master's+SHL Full time	Counseled out of program into related profession	D. Ferguson	Adult Services
20. Martha Merritt*	SSCE/Master's Part time	Master's completed Spring '97	D. Ferguson	Head Start teacher
21. B. J. McCoy*	SSCE/Master's Part time	Master's completed Spring '98	D. Ferguson	General education teacher
22. Bonnie McKinley*	SSCE/Master's Part time	Master's completed Fall '95	P. Ferguson	Special education teacher
23. Karen Moeller	SSCE/Master's Full time	Master's completed Fall '97	D. Blandy	Educational assistant; artist
24. Rick O'Shea	SSCE/Master's+SHL Full time	SHL completed Spring '94	P. Ferguson	Education Assistant, Self-contained Classroom
25. Chris Parra*	SSCE/Master's Part time	Master's completed Summer '95	D. Ferguson	Middle School general education teacher
26. Susan Ridgway	SSCE/Adult Service Master's+SHL Full time	SHL completed Spring '93 Master's completed Summer '94	D. Mank	General Education Teacher
27. Angela Thoemke	SSCE/Master's+SHL Full time	SHL completed Spring '95 Master's completed Summer '95	D. Ferguson	Peace Corps instructor/ Africa
28. Eileen Thomas*	SSCE/Master's+SHL Full time	SHL completed Spring '95 Master's completed Fall '95	R. Albin	Elementary general education teacher; adult services
29. Sheila Thomas*	SSCE/Master's Part time	Master's completed Summer '96	R. Albin	Elementary general education/ special education teacher
30. Frances Wherry*	SSCE/Master's+SHL Full time	SHL completed Spring '94 Master's completed Summer '94	D. Ferguson	Adult services
31. Janet Williams*	SSCE/Master's Part time	Master's completed Winter '98	D. Ferguson	General & special education teacher
32. Ellen Wood*	SSCE/Master's+SHL Full time	SHL completed W '97 Master's completed Fall '97	D. Ferguson	Parent of student with disabilities, parent trainer, classroom volunteer

NAME	PROGRAM	STATUS	ADVISOR	PREVIOUS EXPERIENCE
33. Lissa Wyckoff	SSCE/Master's+SHL Full time	SHL & Master's Completed Fall '97	D. Ferguson	Student; research assistant
34. Glenn Young	SSCE/Master's Full time	Master's completed Summer '96	R. Albin	Teacher Juvenile Corrections

SSCE 12-CREDIT SEQUENCE, PART-TIME PARTICIPANTS

NAME	YEAR	STATUS	PREVIOUS EXPERIENCE
1. Sharon Ballou-Mefford*	1993-94 & 1995-1996	completed	General/special education teacher
2. Carol Berger	1992-93	completed two terms	Consultant/Specialist
3. P.J. Carter	1992-93	completed	Consultant/Specialist
4. Diane Hicks	1992-93	completed	General Education Teacher
5. Joan Kelly	1992-93	completed	Consultant/Specialist
6. Jackie Lester	1992-93	completed	Educational Assistant
7. Kathleen Nolte	1992-93	completed	Special Education Teacher
8. Eugene O'Neil	1992-93	completed	Special Education Teacher
9. Linda Randall	1992-93	completed	General Education Teacher
10. Lee Temple	1992-93	completed	General Education Teacher
11. Martha Winter	1992-93	completed	Special Education Teacher
12. Cleo Droege	1993-94	completed	General Education Teacher
13. Bobbie Green	1993-94	completed	General Education Teacher
14. Jean Harris	1993-94	completed	General Education Teacher
15. Mildred Jordahl	1993-94	completed	Consultant/Specialist
16. Linda Leveque	1993-94	completed	Special Education Teacher
17. Mary Meyer	1993-1994	completed	School to Work program coordinator
18. Brenda Moyer	1993-94	completed	General Education Teacher
19. Carla Olson	1993-94	completed two terms	General Education Teacher
20. Judy Orr	1993-94	completed two terms	General Education Teacher
21. Debbie Tate	1993-94	completed	General Education Teacher
22. Tami White	1993-94	completed	General Education Teacher
23. Sandra Wilkinson	1993-94	completed	Special Education Teacher

ADDITIONAL STUDENTS & COURSE MODULES SUPPORTED (SEE FOLLOWING TABLES)

8 students in self-identified modules leading to advanced degrees, licensure, and/or professional development

6 students in pre-designed career facilitator certification 12-credit course sequence

"OTHER FUNDED" STUDENTS WHO PARTICIPATED IN 1 - 4 COURSES

218 part-time continuing professional development students

15 Secondary and Transition Program Students SHL/Master's students

10 International students representing: Korea, Germany, Australia, Iceland, Denmark, Norway, India, Canada, Africa, China

4 doctoral students

Summary: 247 "other funded"

34 master's/licensure students

37 professional development, part-time students

Total: 328 participants

Additional modules and recruiting

Because of the changes in Oregon's licensure and the resultant restructuring of the SSCE pre-service personnel preparation program, SSCE project staff worked with the College of Education elementary and secondary licensure programs to expand the twin concepts of educator-designed professional development in conjunction with recruitment into a graduate licensure and/or degree program in the final year of the grant. The following 8 students all completed a professional development version of the task log as a self-assessment activity, met with a faculty advisor in their interest area, and have been partially funded in one or more of the classes they identified as their "individualized module" of coursework. The students, their current educational position, their course modules, and their professional development goals are described below in Table 3.

Table 3: Additional CPD modules supported

Name & current role	Module Course Plan	Professional goal
1. Janine Goodwin [educational assistant]	SPED 511 Psychology of the Exceptional Individual SPDD 607 Multi-methods Research	Licensure & Master's degree: Secondary & Transition Special Educator program
2. Sarah Henderson [educational assistant]	SPED 625 Individualizing Special Education ELTA 607 Law & Governance EDST 540 PE for Diverse Learners ELTA 507 Seminar Multicultural Education	Licensure & Master's degree: Early Childhood/Elementary Special Educator program
3. Laurie Holst [educational assistant]	SPED 511 Psychology of the Exceptional Individual SPED 628 Law & Special Education SPED 580 Providing Student Supports SPED 527 Classroom Assessment	Licensure & Master's degree: Early Childhood/Elementary Special Educator program
4. Margaret Renard [Secondary French teacher]	ELTA 607 Sem Tech & School Reform ELTA 607 Sem Action Research ELTA 508 Workshop Computers SPED 511 Psychology of the Exceptional Individual ELTA 507 Seminar Multicultural ELTA 507 Support for Middle/Secondary Diverse Learners	Master's degree: Educational Studies
5. Greg Rios [Rehabilitation counselor, students with severe mental illness]	SPED 628 Law & Special Education SPED 511 Psychology of the Exceptional Individual SPED School to Careers SPED 610 Transition Assessment & Planning	Licensure & Master's degree: Secondary & Transition Special Educator program
6. David Shinn [Teacher, secondary alternative school]	SPED 605 Reading: Individually Tailored Curriculum Design SPDD 607 Multi-methods Research Workshop: Reading Instruction, What Works	Professional development to teach students with disabilities more effectively in an alternative vocational school setting
7. Jeanine Taylor [Teacher with Canadian license]	ELTA 508 Workshop Intro Web ELTA 508 Workshop Advance Search SPED 625 Individualizing Special Education	Oregon licensure, emphasis on early intervention
8. Dorothy Van Winkle [Parks and recreation, specialized programs director]	SPED 511 Psychology of the Exceptional Individual SPED 628 Law & Special Education SPED 526 Behavior Management	Licensure & Master's degree: Early Childhood/Elementary Special Educator program

Additionally, we were approached by students wanting to participate in a pre-designed, 12-credit module, not unlike the SSCE module in concept, with a focus on obtaining a newly approved Career Development Facilitator (CDF) certification. The following 6 students also

completed the task log and in-progress "learning portfolios" and thus received partial funding toward their participation in the CDF sequence, which they all completed.

Table 4: Additional 12-credit CPD module -- Career Development Facilitator

Module Course Plan : Career Development Facilitator. Year-long, 12-credit, sequence **Name & current role:**	**Professional goals:** in addition to new national CDF certification upon completion
1. Teena Ainslie Private vocational consultant, retired High School Work Experience Coordinator	Enhance ability to work with home schooled students, drop outs, etc. in connection with the County ESD program.
2. Shelly Brown Career Center Coordinator, West Linn High School	Develop, expand, and/or adapt programs to align current offerings with Oregon's CIM/CAM school reform standards for all students.
3. Meg Kilmer School-to-Work Coordinator, Parkrose High School	Develop, expand, and/or adapt programs to align current offerings with Oregon's CIM/CAM school reform standards for all students.
4. Vicky Lindberg Counseling Coordinator, Century High School	Coordinate with the other school counselors and teachers for school-wide staff development training re: infusing vocational goals across curriculum for all students. Develop K-12 career development curriculum for district.
5. Geri Meyers Lane Community College Career Center Coordinator/ vocational assessment specialist	Meet broader range of student needs as well as a broader range of diverse students. Develop career workshops for all students on campus especially those with disabilities in the 18-21 age group.
6. Jeanne Yerkovich School-to-Work assistant, David Douglas High School	Develop, expand, and/or adapt programs to align current offerings with Oregon's CIM/CAM school reform standards for all students.

Orientation and advising

As part of standard program operations, admitted students were immediately assigned an advisor and went through an orientation process. Students met individually with program advisors a minimum of twice per term to plan and update their programs. Once students became familiar with the professional interests and areas of expertise of each of the University faculty, they were allowed to change advisors if desired. Only one student of the 34 master's/licensure candidates chose not to complete the program, having decided that a school-based career did not fit his personal interests. SSCE advising documents, focusing on both the procedural steps through the program and on assisting the student with professional development and program planning, were developed and refined during the course of the project and are included in Attachment 2.

Program development

SSCE featured a set of professional roles and relationships translated into a series of tasks and activities as the central organizing feature of the program. The program tasks were reviewed annually and revised as needed based on the changing demands of classroom teachers and restructuring schools. Table 3 lists the SSCE program tasks according to five professional role areas.

Table 3: PROGRAM TASKS

TEACHING & LEARNING	PERSONAL SUPPORT	SCHOOL LEADERSHIP & ADVOCACY
1. Assessment & Learning History 2. Curriculum Design a. "Official" curriculum b. Integrated curriculum c. Personalized curriculum 3. Teaching Design a. Diverse groups b. Interactive group teaching c. Personalized teaching d. Teaching others 4. Teaching Practice a. Instructional technology b. Constructivist/ Reflective teaching	1. Physical & Health Supports 2. Communication Supports 3. Behavioral & Emotional Supports 4. Cultural & Family Supports	1. Classroom 2. School 3. Community 4. Professional
	MANAGEMENT & EFFICIENCY	**COLLEGIAL RELATIONSHIPS**
	1. Time & Tasks 2. Records & Rules 3. Logistics & Resources 4. Communication & Computer Literacy	Working Collaboratively & Consultatively 1. With "Equal" Colleagues 2. With "Unequal" Colleagues 3. With "Other Than" Colleagues

Pre-service students used the tasks to evaluate their skills upon entering the program and to assess their ongoing learning and planning throughout their studies and practica experiences. The task logs were updated each term to reflect course work and field-based experiences and to plan for each student's next set of practicum sites and activities. Finally, at the end of their final, full-time student teaching experience, students completed a new iteration of their log to guide their ongoing professional development.

CPD Planning Tools

A significant result of the SSCE project was the translation and refinement during the project years of these roles and tasks into a Continuing Professional Development (CPD) series of tasks and personal CPD task log. A more complete description of each task and a sample of the professional planning tools developed by project staff are included in Attachment 3.

Also during the course of the SSCE Project, Project Director Dianne Ferguson contributed substantially to the Oregon Department of Education *Cooperative Personnel Planning Council's* (CPPC) development of a set of CPD principles. These principles served as a proposed basis for the new CPD requirement that will be a component of the state's new teacher licensure system and which will be required for future license renewal. These principles are included in Table 4.

Table 4: Continuing Professional Development Principles

> ***Continuing Professional Development*** *is an educator-driven, flexible system where educators engage in planning learning experiences over time that result in better and better learning and life experiences for students and educators.*

Principle 1: Child & Youth Centered. The purpose of CPD for educators is ultimately to make a difference in the learning and lives of students. Any effective CPD system must keep this point in focus and help participants connect their learning to student outcomes.

Principle 2: Educator/Learner Focused. Effective CPD is about ***educators*** learning and exploring new ideas they can then apply in their own practice. The educator/learner must be "in charge" of designing their own CPD experiences in ways that benefit their own learning, application and reflection.

Principle 3: In-depth. Effective CPD creates the opportunity for educators to take the time needed to work extensively with new ideas and information. Only such in-depth learning can be adequately integrated into practice in ways that benefit both educators and students.

Principle 4: Continuous. CPD never ends. Effective educators pursue learning and growth continuously. CPD systems should be structured in a fashion so educators can periodically revisit and redesign those CPD experiences which support their continued growth.

Principle 5: Context Sensitive. Every educator's professional experiences are unique. CPD experiences should be designed in light of the particular educator's students, school, and district in order to be most effective and responsive.

Principle 6: Focused on Group Practice. Educators do not work alone. Increasingly, meeting the needs of Oregon's children and youth require groups of educators and others to design *together* effective learning. CPD should promote and provide experiences with this kind of interdependent group learning and purpose.

Principle 7: Research Oriented. The knowledge base of teaching and learning continues to grow and change as a result of the efforts of university-based and field-based educators and community members. Effective CPD should draw upon, and in turn contribute to, this growing knowledge base.

Principle 8: Use of Panel-Validated Self-Assessment. Assessment of the results of CPD should be vested with the educator/learner. At appropriate times, the educator collects evidence of the effect of continuing professional development which is then validated by "friendly critics" representing a broader constituency of professionals and consumers. Effects of CPD experiences should related to student learning, teaching practice and growth in organizational capacity.

Additionally, as a result of her involvement with the Lane County Education Design Group -- a work group of educators, administrators, and parents representing the county's 16 districts and answerable to the superintendents -- Ferguson developed a short article and comprehensive CPD planning matrix, incorporating these and other CPD principles, to help guide teachers and administrators in planning for ongoing staff and professional development activities. This article and the planning matrix are also included in Attachment 4.

Field based practice

Field-based experiences were a central component to the SSCE personnel preparation program. Students were required to take a minimum of two different 5-credit practica in addition to a 10-credit, full-time, student teaching experience. Practica for each term were designed to meet individual student needs and to build on previous skills, while attempting to offer a range of school settings and student ages and abilities.

Practicum site selection, therefore, was not made on a "model classroom" basis, but rather on the opportunities for preservice teachers to learn about students, teaching and learning, and school reform and restructuring. Often these classrooms were heterogeneous general education classrooms that were making efforts to include a wider range of student abilities. However, there were also times where we used self-contained, county-funded, classrooms for students with severe disabilities for the preservice teachers to fully realize the challenges to integrating students into schools under such a system. Still others were paired with special educators functioning in itinerant, consultancy positions, working across different teachers and/or schools in order to experience the realities of the role of "inclusion facilitator". Often we emphasized placement of practicum students into the classrooms of teachers who were simultaneously participating, or had previously participated, in the SSCE 12-credit professional development sequence, thus allowing them to work on the class' group assignments as part of a team.

At the end of each practicum experience, both the student and the cooperating professional completed evaluation forms which yielded not only constructive feedback about the supervision and practicum design process, but also information about the state of the classroom and school as they address Oregon's current issues in school reform. These evaluation forms and summary information are included in Attachment 5.

Portfolios, Work Samples and Scoring Guides

As a culminating activity for each field-based experience, students were expected to complete a "learning" portfolio for the term. Students contributed entries from their coursework and practicum with reflective cover memos describing why each entry was included. Often these memos described how coursework was put into practice or how the entry represented personal professional gains in one or more of the five general roles and relationships described above. The portfolio thus provided an opportunity for students to reflect on their overall learning and to synthesize the field-based experiences with their coursework, as well as beginning to develop a professional portfolio.

Additionally, licensure students are required by the *Teaches Standards and Practices Commission (TSPC)*, Oregon's licensing body, to submit at least two Work Samples. The specifications of a Work Sample are contained in legislative language that has historically not been particularly useful to students towards the creation of top quality products. Consequently, as part of our shift to using specific task descriptions and scoring guides to evaluate student work, staff and students co-constructed a set of descriptions and scores, based on the Oregon Administrative Rules specifications, for evaluating the Work Sample. The Work Sample scoring guide and other sample task descriptions and scoring guides are included in Attachment 6.

Project Years Course Revisions and Program Planning

During the grant period the SSCE course offerings, sequences, and requirements were under ongoing evaluation and revision. In the final year of the project a typical Program Plan for a candidate for initial licensure combined with a master's degree would include the courses listed below in Table 5. The actual sequence of coursework would vary, depending on the student's starting term and full- or part-time status. A student could complete the licensure sequence in as few as three full-time terms and the master's degree in a total of four full-time terms. However, we also organized the sequence to encourage students to allow five to six terms that combined full- and part-time work as a more manageable course of studies.

Table 5: Sample SSCE Course Sequence

Fall:		Winter:	
SPED 586	Behavior Management	SPED 587	Advanced Behavior Management
SPER 697	Curriculum Planning I	SPER 698	Curriculum Planning II
SPER 662	Foundations of Disability	SPER 607	Multi-methods Research
SPER 609	Practicum/Field Studies	SPER 609	Practicum/Field Studies
SPER 607	Practicum Seminar	SPER 607	Practicum Seminar
SPER 601	Research: Master's Project	SPER 601	Research: Master's Project
Spring:		Summer:	
SPER 699	Classroom Management & Program Improvement	SPER 662	Foundations of Disability
EDPM 607	Law & Governance	SPER 601	Research: Master's Project

Spring:		Summer:	
SPER 609	Practicum/Field Studies		Electives, such as:
SPER 607	Practicum Seminar	SPER 607	The Role of Families in Inclusive Communities
SPER 601	Research: Master's Project	SPED 521	Special Education Reading Instruction

Substantial Personnel Preparation Reforms and Restructuring

During the project years substantial changes were under formulation in the areas of teacher licensure, University of Oregon restructuring, and resultant program and course revisions. The following briefly describes the major aspects of each of these areas of reforms and certain implications for future personnel preparation programs in Oregon. The SSCE Project director and staff played significant roles in each of these areas.

Oregon's Teacher Licensure Reforms

As of the writing of this report the Oregon Legislature has just approved a proposal by the Oregon Teachers Standards and Practices Commission for a redesigned licensure structure for all teachers in Oregon to better align with ongoing school reforms in the state. All of the changes share three underlying principles.

The first common principle encourages teachers to organize their continuing professional development (CPD) so that they acquire capacity to work with more diverse groups of students within specific developmental age levels. Thus, general educators are "authorized" at one of four age levels (kindergarten and early elementary, upper elementary, middle school, and secondary). The Special Education license will have two Levels (Level I Early childhood/Elementary and Level II Middle/Secondary) and can be added onto a general educator license or awarded as a "stand alone" license, and is valid for teaching learners with mild, moderate, severe and low incidence disabilities.

The second principle is that the licensure system should support the development of teachers throughout their careers to respond to changes in students, schools, and society. Thus, after initial preparation, teachers will be required to qualify for a continuing license within six years and every five years thereafter by completing a variety of professional development activities, which might include coursework, presentations, publications, participation on the school site council, or completing the National Board for Professional Teaching Standards certification.

The third common principle recognizes the need for better linkage and collaboration between schools and universities in the provision of ongoing professional development to Oregon's teachers. To this end, for example, the revision will increase the flexibility of "practicum" or applied field-based experiences. This flexibility will allow recognition of teachers' efforts to improve their own practice, as well as providing more accessible and relevant contexts for these teachers to demonstrate new learning gained through a variety of opportunities. Such flexibility requires and permits university-based programs for both initial and ongoing professional development of teachers to be more creative and innovative.

The most immediate implication of these licensure changes for initial personnel preparation programs for educators with expertise in the area of students with severe disabilities is that the previous Severely Handicapped Learners license will no longer be conferred as a

"stand alone" certification, such as was possible through the SSCE Project. SSCE Project staff strongly advocated for this change, believing that the creation of "stand alone" teaching personnel has encouraged the segregation of students with severe disabilities through the lack of the special educator's experience with general education curriculum development, instructional strategies, policies and procedures.

In spring 1998, TSPC voted not to institute a set of "Advanced Support Competencies", whereby a teacher could add one or more of such modules as an area of expertise to their current license. TSPC members were about the possible implications for establishing a large number of other "Advanced Competencies" that would be very complex for the state to manage. Given that licensure and endorsements often seem to function as restrictively, rather than expansively, this decision may be an even better reform than what was being suggested, provided that the state's IHEs ensure that the content is embedded in the personnel preparation curriculum.

College of Education Restructuring

In anticipation of and concurrent with the state's educational reform efforts, the College of Education at the University of Oregon has completed its second year of a substantial departmental reorganization. The College was reconfigured into three departments: Applied Behavior and Communication Sciences (ABCS); Educational Leadership, Technology and Administration (DELTA); and Special Education and Community Resources (DSECR). Each Department offers licensure, as well as graduate programs, and are currently continuing to develop foundational college-wide courses that students from all departments would take.

Immediate implications of this reorganization for students in personnel preparation programs will be greater overlap with educators in other areas, as well as the merging of special and general education content. SSCE staff have also initiated discussion around a unique, professional development student category with the graduate school; one that provides for students to take advantage of the University that could recruit into, but not require, completing an advanced degree.

Coursework Redesign

Master's and licensure committee members have been redesigning new and existing general and special education coursework to embed the special education content; adjusting and consolidating existing courses, to embrace as much as possible the goals of multiple programs.

Some of the more specialized or "advanced" content, for example, may likely be packaged into continuing development content area "modules" (e.g. 9-12 credits of providing student supports or issues with extremely challenging behavior and school safety) and added as part of an individual teacher's CPD plan for licensure renewal. Again, given the success of the SSCE 12-credit curriculum design sequence in recruiting currently practicing general education teachers, SSCE Project staff advocated strongly for the logic inherent in adding the "modules" of focused and sustained content acquisition that would be most immediately useful to the individual practitioner.

Aligning pre-service programs

All of this restructuring activity is reflected in the seven redesigned licensure programs offered through the College of Education.

Two new programs are particularly notable. The 5th year Integrated Licensure has just graduated its first cohort of 48 seniors into their final year. Upon completion, their program results in an elementary general education license with a special education endorsement. Furthermore, the program aligns with Oregon's new licensure, effective January 1999, so that the graduate is qualified at two age levels (early childhood and elementary) with an additional endorsement in either ESOL or Early Intervention. Two additional emphasis areas, that do not lead to official endorsements but are nevertheless timely and highly valued by school districts, are behavior supports and technology education.

The new secondary education program, which will graduate its first cohort of 60 students in Summer 1998, has expanded to 80 students for Fall 1998. This program is developing innovative school-University partnerships to support the pre-service teachers in their field–based experiences. These partnerships encourage the creation of certain professional development coursework, such as supervision and mentoring, as well as linking with existing courses for school and classroom improvement, such as Action Research or Technology & School Reform.

Master's Projects

Master's projects provided the students with opportunities to work closely with faculty and doctoral students, often collaborating in their ongoing research efforts. Each master's project was overseen by a committee of at least three individuals, typically two faculty and one doctoral student.

Many of the master's projects were conducted in the public schools, allowing research efforts to have an impact of the quality of ongoing programs and making it possible for practicing teachers and program administrators to continue to influence research activities.

Master's projects focused on student-selected topics and addressed a wide range of educational and advocacy areas. All projects addressed practical or theoretical problems relevant to improving the quality of life for individuals with severe disabilities. Many of the topics of master's projects completed during the last three years reflect the SSCE commitment to support general and special education teachers to work collaboratively to better address the needs of a greater range of diverse learners present in general education contexts. Specific topics included analysis of:

- school transitions for all students, including those with severe disabilities;
- case studies of students and/or teachers;
- parent projects;
- classroom and school-wide supports for all students, using adapted materials originally developed for supporting students with severe disabilities;
- and the changing roles and relationships of general and special educators.

Several specific studies are reported on in more depth later in this report. Table 6 lists a sampling of the master's project titles completed during the SSCE project.

Table 6: SSCE Master's Projects and Status

MASTER'S PROJECT TITLE	*Year completed*
Assessing the Results of the "Discovery Corner" on a medically fragile teenage girl	Fall 1993
Teacher Work Groups: A descriptive report of work groups supported by the Specialized Training Program from 1986-1993	Summer 1993
An Examination of IES Liaison Support Strategies	Summer 1994
Survey of Oregon Teachers Engaged in Inclusion	Summer 1994
What is an Inclusion Specialist? A Preliminary Investigation	Summer 1994
The effects of summer school on the reading skill retention of students with learning disabilities	Summer 1994
Inclusion Specialists: Are they really fostering inclusion?	Summer 1995
Using activity-based assessment to design curriculum for a parent training course with the Relief Nursery for families at high risk of child abuse.	Summer 1995
Including Students with Severe Disabilities in the Elementary Classroom: A review of two teaching strategies	Summer 1995
The Power of Story: Listening to the voices behind the labels	Summer 1995
Parents Night Out Retention	Summer 1995
A Synthesis of Research Literature on the Families of ESL Children	Fall 1995
Actions and Attitudes of South Lane Teachers and Students in Transitioning Students from Elementary to Middle School	Spring 1996
Descriptive Analysis of Office Referrals in six Schools	Summer 1996
The Role of physiological arousal in eliciting and maintaining problem behaviors	Summer 1996
School Safety: an analysis of school and community risk and protective factors	Summer 1996
The use of the Student Membership Snapshot as a tool for functional assessment school-wide of behavior referrals	Spring 1997
Strategies for Teaching Reading in First Grade Classrooms of General and Special Education Students	Spring 1997
How Schools Learn about Disabilities	Fall 1997
Students' Perceptions of School Teams: Experiencing change at Bohemia Elementary School	Fall 1997
Including all students in community art projects	Fall 1997
Using the ABA to design curriculum with kindergarten parents	Winter 1998
Finding Our Beliefs: an interactive process for making overt the unexplored belief systems of teachers	Spring 1998
Let's Read and Write Together: Emergent literacy with students with significant disabilities in inclusive settings	Spring 1998
2 additional projects, currently in proposal development and approval stages [Bates & Carey]	in progress, expected by Summer 1998

Objective 2: Technical assistance and dissemination

During the course of the SSCE grant, project staff provided technical assistance:

- to local classrooms and teachers serving students with and without severe disabilities in the areas of curriculum development the provision of student supports and assessing and documenting student learning;
- to families in the form of advocacy, sharing of materials and strategies to promote inclusive schools and communities, and serving as expert witnesses in due process procedures

- to school districts through working with building and central office administration
- and by providing numerous workshops, inservices, and national presentations. A list of these is included in Attachment 7.

Major Technical Assistance Partnerships

In addition, SSCE staff were requested by several administrators and school districts to participate or become partners in a number of substantial school improvement projects. In all of the following examples SSCE provided assistance with developing innovative surveys aimed at eliciting qualitative information for program improvement from school staff, parents, and children. SSCE also categorized and presented these data back to the stakeholders in accessible and innovative formats for these stakeholders to determine a course of action and response. The following briefly describes four of these partnerships and their related activities.

Harrison Elementary School, Cottage Grove, Oregon, 1995-1996

SSCE staff were asked to collaborate on the school's Goals 2000 school improvement grant. The grant focused on improving services and outcomes for children with disabilities, but did so within the context of overall school improvement for all students. We designed and conducted parent interviews and surveys to assess a variety of issues, including: the sense of "welcome" and school communication experienced particularly by new and non-English speaking families; their expectations for their children and things they felt were essential to learn; in what ways they would like to participate in school life more; their impressions of the teaching (style, content, quality) and supports for students at Harrison; what they value most at the school; and what they would wish for it if they had the resources to bring to it.

We conducted over 50 one-on-one parent interviews with families suggested by the teachers and with all of the Spanish speaking families willing to participate through an interpreter. The surveys were mailed to all of the families in the school. We compiled the results and presented them back to the faculty and parents for them to decide on specific tasks and strategies for their school improvement planning.

Fox Elementary, Camas, Washington, 1996

The principal from Harrison Elementary later transferred to Fox and asked us to assist him in creating a different strategy for make a smooth transition for himself, the student, the faculty and the parents. We assisted him designing a parent survey, a student survey, and group and individual activities for a series of orientation meeting with both faculty and families. Once again, while our primary concern was the quality of education for students with disabilities, it was addressed through these surveys via shared, school-wide, values, issues, needs and strengths.

Junction City School District, Junction City Oregon, 1995-1997

As the higher education collaborator on another Goals 2000 grant, SSCE staff conducted 1:1 and small group interviews with all of the willing teaching and administrative staff of this rural district of four schools. These interviews focused on assessment and support strategies that are the most successful for students with disabilities. Following the teacher interviews, surveys were sent to the more than 1000 families who attend the schools. Again, project staff compiled

the data and presented it to the administrators and teachers in several different forums. Finally, we facilitated a representative work group team to plan actions for school year 1997-1998.

Lebanon Community School District Information Project, Lebanon Oregon, 1997-1998

The project is an even larger collaboration between SSCE Project staff and a nearby school district and expands on our experiences with the previous district survey projects. The goal of this project is to develop a comprehensive information system which will support school improvement planning though district-wide cycles of teacher, student and parent analysis and interpretation of information, and responsive action. The project began in January of 1997 and will be implemented through three activities:

1. Student Surveys October (January - September 1997)
2. Teacher Surveys and capacity development (1997 - February of 1998)
3. Parent Surveys (March -June 1998)

Tasks related to each activity include the development, administration, analysis and interpretation of surveys, and the reporting of this information for use in school improvement planning. In addition, Activity 1 will include training for administrative staff in the use of the computer software program Filemaker Pro for data entry and report generation.

Dissemination

A significant arena of support to program and classroom improvement are the written products produces by SSCE project staff. These products are disseminated upon request from professionals, for use in practicum settings, as readings in coursework, or as part of staff inservices, presentations, and/or technical support. Recipients are frequently asked for feedback for applicability and usability for project staff to make timely revisions in the materials to reflect and anticipate changes in educational service delivery.

During the final two project years, SSCE produced a comprehensive module that consolidated, updated, and elaborated upon previous materials and products. This module entitled *Designing Classroom Curriculum for Personalized Learning* was used as the foundation for two of the SSCE professional development courses and is disseminated at cost throughout the country through workshops, inservices, and other referrals. Two other products developed and refined during the project years are also used in coursework and often requested by professionals and parents. Both are tools extremely useful in guiding people to look at classrooms and schools in a focused and thoughtful way for developing school improvement strategies: the *Student Membership Snapshot*, which encourages the observation of the general education classroom as a whole when there appears to be an issue or problem for one particular student; and *A Visit Guide*, a pamphlet/workbook to encourage visitors to consider a range of quality dimensions – from individual classroom activities to overall mission and organization – when observing a school. These three products are included in Attachment 8.

In addition several articles and book chapters written by SSCE staff during the project years have been used extensively in University coursework and disseminated widely upon request and through workshops and inservices. Each of the publications address the reforms needed in personnel preparation, professional development, and the new roles and relationships

that are required for the successful inclusion of all students in tomorrow's schools. This body of work includes: "The real challenge of inclusion: Confessions of a "rabid inclusionist",1995, *Phi Delta Kappan*; "The changing role of special educators: A development waiting for a trend," 1996, *Contemporary Education*; "From 'special' educators to educators: The case for mixed ability groups of teachers in restructured schools," in press, in W. Sailor (Ed.), *Inclusive education and school/community partnerships;* and "Creating together the tools to reinvent schools" (1996) in M. Berres, D. Knoblock, D. Ferguson, & C. Woods (Eds.) *Creating tomorrow's schools today: Stories of inclusion, change, & renewal.* These articles and chapters are included in Attachment 9.

Objective 3: Ongoing evaluation and program revision

Ongoing program evaluation provided an empirical basis for program redesign and adaptation over the course of the project period. However, the two most critical outcomes on which to assess the program's ultimate success were (1) producing qualified graduates who are able to obtain and maintain employment supporting students with low incidence and severe disabilities in included settings, and (2) meeting the expectations of students, local school principals and central office administrators, and other cooperating teachers in program operations.

The following evaluation summaries describe first, the summary of telephone interviews with SSCE graduates and their employers, and, second, the program evaluation process, revisions accomplishments and "ripple effects" that resulted during the course of the SSCE Project.

Graduate and Employer Follow-up

Twice during the course of the SSCE project and again as part of completing the project, SSCE staff solicited evaluation data from graduates of the program. During Fall 1994, Spring 1996 and Spring 1997, telephone interviews were conducted with graduates and their employers. The interviews were guided by a series of questions and their responses were recorded on the guide sheet. The interviews were conducted by a member of the Schools Projects staff who were not known to any of the graduates.

Table 7 indicates the employment status of all of the SSCE graduates to the best of our knowledge, both at the time of their initial interviews and currently.

Table 7: Current status of SSCE graduates

	Status at time of interview	Current status (for Fall 1997)
1994 Interviews		
Anderson	Special educator for middle school; 70 students, 12 assistants, rural Oregon	Attending law school; due to graduate 1998.
Krause	Special educator, self-contained middle school class; urban area, Washington	Moved to Pennsylvania; believed to be employed in either special education or art education
Ridgway	Substitute teacher for 5 districts by choice; Eugene, Oregon	Moved to Alaska; believed to be employed in either special education or art education
1996 Interviews		

Crain	Special educator, self-contained high school class; Eugene, Oregon.	Holds same position.
O'Shea	Special educator, self-contained high school class; Eugene, Oregon.	Holds same position.
Thoemke	General/special educator; rural elementary/middle school; Accra, Ghana	Holds same position
Wherry	Itinerant special educator/consultant; rural district; Oregon.	Moved to Utah, on maternity leave.
1997 Interviews		
Bates	Itinerant autism specialist for county ESD.	Holds same position
Bulgatz	Part-time (by choice) special educator/ resource room teacher.	Leave of absence to travel in the far east.
Cameron	Learning specialist in K-5 elementary; urban Oregon.	Shifting to 2nd grade, general education classroom teacher in inclusive school.
Katul	Coordinator for court appointed child advocate organization. Also had held substitute teacher and University researcher positions.	Research Assistant, Schools Projects University of Oregon, for national Urban Grant
Machens	Special educator, self-contained & resource room; urban Oregon. Also worked with adults with brain injuries; Spanish-speaking and ESL families and students.	New position in Marin County CA, special day class for children with learning disabilities.
Thomas, E.	Part-time (by choice) special education supported ed teacher for inclusive K-2; rural Oregon.	Shifting to full time, general education, grade 2 next year in same school.
Unable to contact		
Aaron	Special educator, self-contained high school class; Eugene, Oregon.	Itinerant consultant for county program.
Fox	Adult services, Oregon	Unsure but believe it is the same.
Hall	Special educator, resource room; urban middle school	Same, working on general education endorsement for next year.
Heinecke-Motsch	Teaching in the Caribbean.	Believed to be teaching in Germany.
Keeton	Parent trainer, early intervention program for children with autism.	Same position
Parra	6th grade block teacher.	Same position
Thomas, S.	Special educator, self-contained elementary school class; Eugene, Oregon	Same position

Table 8 summarizes the data from interviews just completed in Spring 1997.

Table 8: Follow-up interview of 1995-1997 graduates

n =9

1. **Full time job in special education?**

   4 - full time 2 - part time 1 general ed, full time 2 - full-time related field

   Doing what?

   7 - teaching 1 - child advocacy/volunteer training in judicial field 1 - Family Program Coordinator Autism Resource Center

2. **Any other special education jobs since graduating?**

   6 - no 3 - yes

Doing what?

1 - ARC summer program coordinator

1 - extended year, summer school teacher

1 - Education assistant, substitute teacher, research assistant at the University

3. **Did the SSCE Master's program help you get your job? How?**

1 - sort of 6 - yes 2 - no, already had a job

"Without question it had an impact"

"the program introduced me to the school program; … changed my perspective"

"Connections I made while doing my master's project."

"People recognized the quality of the UO program, especially since they typically would have required more teaching experience"

"… gave me.. the student teaching experience in the district [that I was hired in]."

"The program was helpful in preparing me for [a specialty area licensure test]. It was helpful to have a master's in special education."

"No, but it did enable me to teach an inclusive block class."

"The reputation of the program carried a lot of weight, especially since I was young and had very little experience."

4. **What from the program has proved most valuable? (*frequency of topics mentioned)**

3 - Technical skills including the following:

- 1 - teaching diverse learners
- 2 - Law & IEP writing
- 3 - history of special education
- 1 - knowledge of specific disabilities
- 3 - creative, flexible curriculum design

5 - Philosophy & Values

2 - working with diverse groups across the community

1 - time management

1 - collegial relationships; coordinating and collaborating with general ed teachers

5. **What skills need to be stressed more? (*frequency of topics mentioned)**

1 - more on services available for students with specific needs

3 - more on writing IEP goals; state & district-specific paperwork

1 - more hands-on experience

1 - more on various specific disabilities, medications

3 - more experience with convincing others philosophically about including all students regardless of ability

2 - nothing for me [practicing general ed teacher], but practicum students really need basic general ed background, reading and math instruction techniques

2 - more on instructional techniques (e.g. for teaching basic reading & math)

6. **Do you use or share any STP publications? Which?**

5 - ITER/CPL module

3 - Activity -based assessment (HAI or ABA)

3 - Student Membership Snapshot

1 - curriculum webbing & mind-mapping

1 - functional assessment articles

2 - concepts from publications

2 - no, "too much paperwork already"

2 - transition forms

1 - adapted forms to fit one page [for whole class]

7. **How has the program helped you influence others? What is your strongest influence?**

2 - how to advocate for children and to teach others to do so

1 - "attitude of possibility"; positiveness

1 - confidence to use a variety of resources to help problem-solve

2 - my overall attitude and philosophy; "my inclusion outlook changes others' perceptions of children with special needs

1 - fitting kids into what's going on in the classroom and accommodating for their needs

1 - taken risks and included kids who would be pulled out otherwise; hopefully it's a model to see them being successful in general ed settings

1 - how to apply IEPs in general education classes to track how kids are spending time

2 - teaching behavior management skills to others & to use functional assessment strategies to solve problems

1 - roles as Site Council and Behavior Committee Chair

1 - my family-centeredness philosophy. I've been able to move the agency in a positive direction...

8. **Other comments?**

- The thing I liked best was that we started teaching right away along with the coursework...
- Doing it in one year is really hard.
- ... needed more interaction with other parts of the special education department (i.e. the "mild" program)
- Much of the information dealt with adults, irrelevant to working with kids in classrooms.
- It was a great program – I learned a lot.
- I appreciate the fact that I can always ask for help from the program coordinators.
- It taught me the importance of how diverse all people's needs are, especially those with disabilities.
- It was a great program... I'm having trouble collaborating with others due to time constraints. I feel scattered [and] it's the reason I am changing positions to work as a 2nd grade general educator next year.
- The more one put into the course activities, the more you got out of it. And the Families Workshop was especially beneficial due to the mix of parents, graduate student, and professionals to share perspectives and ideas.
- A really fabulous program...I had a good foundation to start from.
- Dianne offers so much information; is open to feedback; allowed you to develop a program that fit concurrently with full-time teaching duties; and develop a useful, relevant Master's project.

In general the students were very satisfied with the SSCE experience. Several mentioned that they wished there had been more emphasis on legal paperwork, IEP writing, and district-specific requirements. They also report that one of the most valuable parts of the training was the philosophy and values they learned in the program, but these values were difficult to convince their new colleagues of.

Employers for four of the six students were reached and interviewed on the following questions. Table 9 summarizes the data from the employers.

Table 9: Employer follow up interviews for 1995-1997 graduates

n = 6

1. **Did graduating from UO positively influence your hiring of this individual? How?**

4 - yes 1 - sort of (related field) 2 - N/A (already employed in position before master's degree)

"The quality of the program is rigorous and I have great respect for it."

"Definitely...I know their training with children with severe disabilities [and]it offers practicum experience in a wide variety of settings...we needed someone to teach both general & special education..."

"...not a huge impact, but helpful to have someone with a master's in special education plus a credential."

"It was a job requirement."

2. **General opinion about the strength of the program? (Very strong to very weak)**

2 - very strong

5- strong

3. **Match between program goals and your own?**

2 - totally in agreement

2 - mainly in agreement [Several other teachers, including my wife, have worked with Dianne in the professional development course sequence.]

1 - partially in agreement [...don't know too much about the goals, except for inclusion]

2 - don't know

4. **Name one or two apparent skills or ideas which have proved most valuable.**

5 - good knowledge base; resource to others; assisting/training others; willing to take on more students with special needs

1 - behavior/support strategies; problem solving

1 - dealing with parents well

2 - individuality of each child; individual needs assessment; high expectations of students

3 - curriculum adaptation skills; creativity

1 - adjusting assessment & grading for students with special needs

1 - staff management

2 - team teaching

5. **What skills seem to be missing?**

4 - more on IEP process and writing, finer points of the laws, "particularly the mechanics of satisfying the requirements in IEPs and writing annual goals"

1 - district referral procedures

1 - more on behavioral assessment and application in the classroom

1 - emphasize professionalism

1 - standardized testing

1 - "No, she is just an outstanding teacher. I can't think of anything she doesn't have."

6. **Positive influence on others?**

1 - behavioral skills have really helped the team

1 - thoroughness & preparedness

1 - great skills for prioritizing and moving things forwards with proposed solutions

2 - good listener & problem solver

2 - modeling strategies to make colleagues comfortable with children's' special needs

1 - played a key part in developing a curriculum model/ designing a response plan for serving kids

2 - a leader on the block team and the building too; shares ideas/techniques with groups & other teachers

1 - "Probably not, because she works in a fairly contained program and does not have much contact with peers."

7. **Anything else about the program or its graduates?**

- "Send us more graduates! .. fine curriculum & expertise"
- "...[we like to hire] practicum students that are trained here, someone who's dually certified.
- "She's able to reach a broader audience [in her work] outside of schools as an advocate for children with disabilities... a credit to the college.
- "Good program."
- If you have any folks that need to do student teaching send them all to us.

In general these employers complimented the graduates on their abilities to work as part of a team, and emphasized that even as first-year teachers their opinions and advice were taken very seriously. From the employers' perspective, they in fact were having considerable influence on others already in changing how other teacher view and work with students with disabilities.

Overall Program Evaluation Plan Summary of Results

The evaluation instruments and procedures were organized into an ongoing information system that continuously generated information across three SSCE Project dimensions: (1) status and accomplishments of students collectively, (2) individual student accomplishments in acquiring competence in the professional roles and tasks, and (3) the effectiveness of courses and practica in achieving that competence.

The evaluation design had three important features. First, information was generated from all Program participants on differing schedules, capturing all relevant perspectives. Second, information was gathered and recorded in the natural contests of the Project, such that much of

the information needed for ongoing program evaluation and improvement was found in routinely used documents of Project management. Third, the use of evaluation information was embedded in the natural contexts and management processes of the Project, thus assuring continuous attention to high standards of quality and effectiveness.

The following table summarizes the Project's comprehensive evaluation plan that provided timely formative and summative information to program staff.

Table 10: SSCE Program Evaluation Plan

Program Accomplishments	Current Status	Conclusions
STUDENTS		
1 Percent students who complete program	Of the 34 graduate students enrolled over the course of the SSCE Project: 32 have completed the SHL endorsement and/or the master's degree program 2 continue "in progress" part time with their master's degree 1 student was counseled into adult services and has completed a master's degree 1 student was counseled out of the graduate program 2 completed all coursework, but not the master's project Of the 23 part time students in the special 12-credit sequence: 16 completed all 4 terms, including the summer course 4 completed the 3 terms of the fall-spring sequence 3 completed 2 terms 3 chose to repeat the sequence with other colleagues As a result of the recruitment effects of this course sequence: 8 of the part time students have continued in the SSCE Master's Program 3 are completing degrees in related special education fields	The entry level criteria, advising, and practica supports proved to be particularly effective in three areas: accepting students who have a high likelihood of completion into the program; working with students to adjust course loads, career decisions, etc. to enhance their success through the course of their studies; and in rare occasions working with students for whom the program turns out to not be a good professional fit to find other avenues of professional inquiry and advancement. No students failed the program. The 12-credit professional development sequence was extremely successful on two fronts: ✓ as a recruitment sequence into graduate programs, and ✓ as a professional development opportunity. The sequence has become a model for several other recruitment sequences, as well as the CPD design for the "Advanced Special Educator" endorsement redesign discussion.

Program Accomplishments	Current Status	Conclusions
2. Number of students leaving or counseled out of program	Two students who had completed 2 "middle practica" decided to shift emphasis from school-based work with individuals with severe disabilities to adult and community services. One of these students has completed a master's degree; the second is scheduled for fall '97 completion. A second student also completed 2 "middle practica," and all course work, but has decided not to pursue either licensure or a master's degree at this time.	The SSCE experiences with admission requirements, particularly in the area of applicants' previous experience both with schools and with individuals with disabilities, resulted in strong recommendations for the admissions criteria for the redesigned personnel preparation programs. Students were also required to "defend" their readiness to move from part-time practica to completion of their full-time student teaching requirement. This procedure, whereby the student presents his/her overall learning gains to date and identifies professional areas to focus on in the final experience, was also recommended for adoption by the new program.
3. Students become self-evaluators	Students updated their program task logs at least 4 times during their coursework and practica experiences. In some courses students evaluated their own as well as others' participation in group activities and coursework. As part of midterm and final practicum evaluation meetings, students evaluated their own progress, in addition to that prepared by the practicum instructors and cooperating teachers. Students prepared personal portfolios, justifying each entry in regard to quality of work, demonstration of learning, professionalism, etc.	The task log and self-designed CPD proposals became a natural extension of the initial-preparation task log. As a component of the 12-credit professional development sequence, preservice students observed currently practicing professionals use this same log as a planning tool for their own short- and long—term continuing professional development.
4. Students become creators and users of peer networks	Course assignments and activities required collaboration with experienced teaching staff as well as with graduate student cohort. Practica experiences encouraged/required students to attend team planning sessions at sites. Seminar topics and issues were often posited in ways that require group problem-solving. Students were asked to evaluate group experiences as part of course program evaluations.	Successful collaboration is not an innate skill, and teachers have predominantly been trained to work generally in isolation. The focused practice on group dynamics, learning styles and collaboration was one of the most successful results of the SSCE course activities and structures. A requirement of the program was for all preservice students to become comfortable with a variety of distance technologies, notably the Internet and e-mail, for on-going professional collaboration with cohort after graduation.
5. Work samples reflect substantial growth and high quality competence on program tasks	Graduate students developed personal portfolios which demonstrated their learning and professional growth. The portfolios included examples of their lesson plans and course work accomplishments, as well as required work samples for licensure. Faculty advising and efforts at monitoring student progress and any difficulties resulted in consistently high quality course work. Program task accomplishments and performance were reviewed by both the student, the advisor, and practicum instructors at the student's final practicum/ student teaching.	Advising materials, schedule of contacts, student handbook examples, etc. have been developed and made available within the College of Education for use as desired.

Program Accomplishments	Current Status	Conclusions
	eligibility meeting.	
6. All students employed within 1 year.	All of the students who completed the program were hired immediately in schools or related fields, and most were hired before their actual graduation.	SSCE graduates are in high demand with a number of positions in the field currently unfilled. This criterion statement has also been adopted by the new personnel preparation on-going self improvement process.
7. Students stay in field at least 3 years.	Interviews with graduates and their employers have been completed. All recent graduates are still employed in the job of their choice, unless they have chosen not to work (e.g. for maternity leave, travel, other family commitments).	SSCE graduates have also generally followed a CPD plan which has included activities such as adding endorsements, second language expertise, assessment skills.
8. Employers rate graduates highly.	Employers contacted rated the program as "strong" to "very strong" in relation to the specific students discussed, and added that they would always welcome students from this program in the future. Indeed administrators often call this office directly when filling an opening.	Conducting follow-up interviews with employers has been embedded in the College of Education continual improvement, self-evaluation program as a quality target for all licensure programs.
9. Graduates rate Program as effectively preparing them.	All graduates reported very good to excellent preparation and that they possess the skills to increase their knowledge base as needed/demanded by their varying professional positions. Graduates reported that information from the preparation program was cutting edge both philosophically and as demanded by current practice. Many continue to use the SSCE Program personnel as an ongoing professional resource and subsequently function as cooperating professionals themselves for future preservice students.	One year is an extremely short time to prepare teachers for this career. Consequently we strongly emphasized the CPD logic as part of graduates' on-going training. This ethic included their requesting support in areas they were less confident in as they graduated and identifying future professional activities to pursue.
ROLES AND TASKS		
10. Student understands range and complexity of program tasks.	The full Program Task log was reviewed at least 4 times with each student prior to practicum placements and as part of each practicum agreement. Tasks chosen for emphasis as part of the agreement were reviewed formally (midterm and final evaluations) and informally throughout the term. Professional roles and tasks were also particularly emphasized throughout the 12-credit sequence and in Practicum Seminar.	The CPD planning tools and task log have been incorporated into an admissions procedure for educators wishing to return to the University as CPD students, rather than being fully admitted to a graduate program. The task log will be reviewed with an eye to including any pertinent, missing information gathered as a result of recent graduate interviews.
11. Student can design learning experiences.	Students initiated most of the content of each practicum agreement based on identification of personal teaching needs. Revisions and/or additions were made formally at midterm. Future teaching and learning goals and professional development were identified as part of each final practicum evaluation meeting. Student inquiry drove a high percentage of the topics and content explored within Seminar.	Students completing the CPD planning tools are able to identify not only coursework, but also other professional opportunities and alliances to make to help them move into new teaching settings smoothly.

Program Accomplishments	Current Status	Conclusions
12. Student can relate practicum activities to larger schooling context	Students worked in groups with practicing professionals who represented a very broad diversity of teaching and parent roles. Through composite class and student activities students practice considering larger issues in light of individual practica experiences. Seminar topics reflected discussions of school-wide reform and restructuring, as well as the application of learning across different school contexts. Students attended area in-services, workshops and conferences to encourage breadth of perspective.	Moving back and forth between "the big picture" (regardless of the issue) to the topic at hand is practiced in the coursework as a way of trying to build in examining a situation from multiple perspectives and multiple layers of problem solving strategies. Because of the work students have done on their master's projects, graduates are often asked to join site teams, action research teams, and leadership training regarding current school reform earlier in their careers than is typical.
13. Student demonstrates high level ability and judgment.	Course instructors reported satisfaction with student ability and brought any concerns to attention quickly either in SSCE Project meetings or with the student directly. Practicum instructors responded quickly when a student appeared to be having any difficulty, including increased frequency of observation and feedback, extra meetings, multiple instructors, video taping and debriefing. The first entries in portfolios typically reflected the newness both of the portfolio process as well as the progress of the student's ability and personal learning. Subsequent entries reflected the student's increased skills.	The SSCE program was noted for the support provided to students on a variety of levels, particularly including faculty performance reviews, high levels of practicum instructor support, and the efficacy of the field-based evaluation and documentation process. The final student teaching eligibility review process substantially encouraged a focus on each student's abilities, judgment, and understanding of the broader picture of schools in today's climate of reform.
14. Student will learn from error patterns.	Programming & Instruction faculty reported student understanding of error analysis, "difficult steps" analysis, natural consequences, types of prompts, natural supports, and fading techniques. Student lesson plans and use of the ITER (Individually Tailored Education Report) reflected instructional changes in response to student errors. Practicum instruction meetings and Practicum Seminar often became "brainstorming" sessions to address complex student needs.	Graduates appreciate the support that comes from a work group of peers when problem solving both student errors, using any definition, as well as from their own.
COURSES AND PRACTICA		
15. Students confirm relationship of course content to program tasks.	Practicum evaluations reflected a high correspondence and utility of course content to program tasks and practicum experiences. Seminar topics frequently expanded on or reviewed topics covered earlier in courses as they arise in practicum experiences.	When CPD experiences are allowed to be teacher-driven, the likelihood of those experiences being relevant to the professional roles and tasks they face daily. SSCE Project personal will continue with the program task log approach, requiring future CPD students to help address just how on-going coursework relates to their practice.

Program Accomplishments	Current Status	Conclusions
16. Students confirm relationship of range, sequence, and emphasis of course content with program task growth	Course evaluations reflected general relationship of course content and sequence with personal learning needs and practicum applications. Fall term seminar topics have sometimes included some overviews of teaching and instructional techniques to assist students with the first weeks of practica in unfamiliar settings.	By having students identify their personal experience, expertise, and priority learning areas, SSCE instructors were better able to provide additional or relevant content to the individual student either directly through coursework or supplementally in the course of practica.
17. Students confirm relationship of course assignments, products and activities with program task growth	Course evaluations reflected high correspondence with course assignments, products and activities with program tasks and practicum experiences, especially when preservice students were able to collaborate with their cooperating professionals as fellow students in the 12-credit course sequence. When students did question the connection between, for example, 1:1 instructional strategies or special education curriculum analysis or content, Seminar discussions were focused to help students' generalize the instructional principles across wider contexts and examples.	As above.
18. Course assignments included in Work Sample Notebooks	Work sample notebooks have been expanded into three separate student products: a professional portfolio, a professional journal, and professional files. Course assignments, assessment and management tools, references, work samples, and individual products may appear in any and all of these products.	The Program Handbook section on Management and Portfolio development was revised based on student and practicum instructor evaluations and comments.
19. Course assignments, products and activities are completed with student enthusiasm	Course evaluations generally indicated a high degree of enthusiastic engagement of course activities and assignments. Comments indicating otherwise are taken into account when redesigning course content and sequencing.	Efforts to improve the alignment of faculty and programs through discussions on how the activities and assignments should be addressed in practicum significantly improved students' being able to accomplish program goals in real-life settings without the activities feeling like "busy work".
20. Students can articulate integration of learning from courses and practicum and relationship of learning to program tasks	Students routinely demonstrated improvement in this area during the course of practicum and the required sequenced courses. As part of advocacy and professional development program task areas, students were encouraged to engage cooperating professionals in discussions and applications of program task professional roles and course content. Students were also encouraged to bring such issues and ideas to Seminar for further exploration.	The on-going "learning" portfolio that the students developed during the course of their practica experiences strongly influenced their ability to synthesize and integrate their field-based experiences with coursework.

Program Accomplishments	Current Status	Conclusions
21. Students volunteer comments on supportive relationship of coursework to practicum coordinator	The SSCE practicum coordinator met with all students on a regular basis in Seminar, as practicum instructor for at least one practicum site, and was available to all students for individual meetings. Student comments generally reflected a very high degree of practicality, applicability, and understanding of coursework and its relationship to professional development. Comments otherwise were shared in staff meetings and responses formed. If students appeared to be having difficulty in practica or coursework or asked for additional support, SSCE staff were able to respond quickly with a variety of supports, including resource acquisition, additional conference time or practicum instruction, multiple practicum instructors to provide different perspectives, video taping student teaching and debriefing, and modeling teaching.	The practicum seminar was a crucial forum for students to build their confidence in applying coursework to individual settings and to examine their personal reactions to the material or activity. By including problem-solving sessions with real examples from their own settings, students learned to assess the quality of an instructional tool or approach in order to determine if they would use it in practice.
22. Students describe learning in natural, as well as professional, language.	Program task logs and student journals reflected their personal learning in terms that increasingly indicated a growing professional awareness, yet the importance of maintaining jargon-free communication capabilities and descriptive strategies was also stressed in courses relating to parent, support staff, and advocacy relationships. Course activities included, for example, "demystifying" physical and medical disabilities and etiologies, and then pairing the technical terminology with their new understandings.	One of the most effective assignments developed for the students in the 12-credit curriculum sequence required 4 memos on "teaching slices", i.e., reflections on lessons or decisions made within lessons which "worked" or how they would change. A similar assignment was also required that focused on professional roles, relationships, interactions, and collaboration.
23. Course instructors learn about teaching.	Changes in course syllabi, assignments, and activities occurred as direct results of student evaluations, staff professional development activities, and staff additions to enhance general education perspective and representation. Weekly SSCE Projects staff meetings included on-going, in-house work-group and collaborative problem-solving components to respond to faculty concerns regarding student performance and practicum support strategies. Staff also regularly presented debriefings, reflections, and reviews of presentations made as part of technical assistance requests to teachers, schools, and districts; as well as on professional development activities conferences, lectures, or workshops they attended. SSCE Projects staff also functioned as peer reviewers of articles and materials developed by other staff members.	Evaluations from the SSCE course sequences constantly underscored the need for relevancy of course activities and assignments to current classroom and school restructuring issues. Course content and assignments were continually updated to reflect the current status of Oregon's statewide school reform bills, as well as on-going analysis of the national reform issues, recommendations, and mandates such as the reauthorization of IDEA.

Objective 4: Focused evaluation and research studies

While ongoing evaluation processes provide the necessary information for program improvement and corrections, they do so within an existing design and structure. More in-depth

and follow up evaluation of key program features, theory, and changes in the field is required to generate information for more substantive program changes.

During the Project years, qualitative researchers among the Schools Projects staff studied the experiences of graduates and collaborated with professional development master's students in researching elements of the SSCE materials as they applied them in their own general education classrooms and schools. Some of the more powerful examples of these projects and activities are described below.

District-wide changes in practice

Several projects of note used or created materials in conjunction with SSCE activities that resulted in substantive changes in district practices.

Using the *Student Membership Snapshot*, (see Attachment 8) an assessment instrument designed to provide information about the performance of individual students within the overall context of classroom climate and activities, one project introduced the tool to the Student Support Team as a way of responding to behavioral referrals. The project documented the team's shift from considering the student as a "problem" to viewing the student's actions in context and in relation to classmate's behaviors before designing a response or intervention. The SST has continued to use the *Snapshot* as a holistic view of the student in context.

Another project focused on student transition from elementary to middle school. This master's student teachers 6th grade, and was both impressed by SSCE materials developed for transitioning students with disabilities and frustrated that their were no analogous tools for non-labeled students. For her project she worked with 5th grade teachers to develop and complete a modified *Learning History Log* for all transitioning students to capture vital information from the sending teachers and families. The process has subsequently been maintained by the district. The *Log* is contained in the CPL Module (Attachment 8)

Parent involvement

Building *Activity Based Assessment* procedures developed by Project personnel, also contained in the CPLModule, another student used the items on the activity inventory in parent meetings in an effort to have the families help choose the curriculum for their kindergarten students. The project snowballed into the parents becoming a strong set of volunteers and classroom support as well as confident, new members on the school site council. These parents have continued on the site council in the subsequent year, and the school has endorsed and distributed the strategy to the building teachers as a way of empowering parents and increasing their participation across the school.

Changing roles of special educators

Two other master's research projects that examined the role of the "inclusion facilitator" or "integration specialist" formed the basis for several follow up articles and national presentations by the SSCE Project Director and staff. The projects asked questions about the effectiveness of this new position in being able to effect the kinds of systemic reforms and school change that would have significant impact on the lives and schooling of all children, including those with significant disabilities.

Along with our other observations in the field, the data have strongly influenced the direction of the types of experiences and field-based tasks that we try to provide for students in their practicum sites in the short run, and ratified the overall direction of our future professional development and personnel preparation programs in the long run. Furthermore, the two studies also yielded significant implications more broadly for school restructuring and deployment of general and special education resources. The articles "The changing role of special educators: A development waiting for a trend," and "From 'special' educators to educators: The case for mixed ability groups of teachers in restructured schools," contained in Attachment 9 were written based on these two studies.

Professional practice/adult learning

One of the SSCE project staff members conducted her doctoral research in the area of teacher learning during the course of the project. Working with both in-service and pre-service SSCE students, among other teachers, her dissertation will discuss how understanding adult learning styles, and how teachers in particular learn best, can result in changes in teachers' professional practice.

Links to other school improvement and research activities

Finally several other activities and projects related directly to area district school improvement plans. SSCE professional development participants were involved in virtually all of these activities.

Assessment: Over the course of a school year, the Project Director and several staff members conducted an over-time, action research-based inservice focusing on assessment with teachers at all age levels from a local district. In order to design assessment that aligns with the Oregon School Reforms, as well as more innovative and authentic performance assessment, these teachers first spent time studying their own and their colleagues' current practices. Working in building teams, they were then able to design more effective and informative assessment tasks and scoring systems.

Teacher study groups: Another master's project investigated how well a working group of teachers understood their own individual educational philosophies and how a set of focused study and discussion activities might assist them to articulate and align their practices with these beliefs. The group consisted of four SSCE in-service "alumnae", as well as other school team teachers and a preservice student teacher. An article on her results and recommendations will be submitted for publication in Fall 1998.

School profiling: Still another master's project continued SSCE project staff efforts under contract to assist a large elementary school with their school profiling and improvement activities. Building on a series of qualitative surveys previously conducted with staff and parents, the study extended the process to students to gain their impressions of a variety of aspects of their schooling.

Conclusion: Project Impact

In conclusion, the SSCE project had substantial impact in many areas, with effects falling into the following general categories:

- Personnel Preparation: with direct support to a significant number of both inservice and preservice students;
- College of Education restructuring: with the development of a continuing professional development strategy that is serving as a model for the redesign of continuing licensure offerings across College of Education programs,
- Contributions to Oregon School Reform and Restructuring: through participation on design teams and councils to promote innovative features in the Oregon's 1999 redesigned teacher license structures;
- Technical support to schools, teachers, and families: to provide effective and meaningful education and community life of students with disabilities.

For Further Information

This report has been prepared in two versions. One includes all the draft and published products mentioned in the report. The other is an Executive Summary with a smaller number of attachments. If you have received the Executive Summary version, you may secure any of the other mentioned products in their entirety from us at:

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ASSURANCES

In accordance with the federal dissemination requirement (20 U.S.C. 1409 (g)), we have mailed this report (without Attachments) to the following:

HEATH Resource Center
One Dupont Circle, Suite 800
Washington, D.C. 20036-1193

National Clearinghouse for Professions in Special Education
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22314

National Information Center for Children and Youth with Disabilities (NICHY)
P.O. Box 1492
Washington, D.C. 20013-1492

Technical Assistance for Parent Programs Project (TAPP)
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, Massachusetts 02116

National Diffusion Network
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5645

ERIC/OSEP Special Project
ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Northeast Regional Resource Center
Trinity College
Colchester Avenue
Burlington, Vermont 05401

MidSouth Regional Resource Center
Florida Atlantic University
1236 North University Drive
Plantation, Florida 33322

South Atlantic Regional Resource Center
The Ohio State University
700 Ackerman Road
Suite 440
Columbus, Ohio 43202

Mountain Plains Regional Resource Center
1780 North Research Parkway
Suite 112
Logan, Utah 84321

Western Regional Resource Center
College of Education
University of Oregon
Eugene, Oregon 97403

Federal Regional Resource Center
University of Kentucky
114 Porter Building
Lexington, Kentucky 40506-0205

Great Lakes Area Regional Resource Center
700 Ackerman Road, Suite 440
Columbus, OH 43202

ATTACHMENT 1

- **Recruitment Brochure***

*(Available upon request)

ATTACHMENT 2

- **Faculty Quarterly Review Report***
- **Getting Through Checklist***

(Available upon request)

ATTACHMENT 3

- CPD Task Log
- CPD Task Description

SSCE Master's Degree and Professional Development Programs

Schools Projects – Specialized Training Program

Department of Special Education and Community Resources – University of Oregon

Continuing Professional Development Task Log

STUDENT:	FIELD STUDIES ADVISOR:	TERM:	YEAR:

ROLES AND TASKS	EXPERIENCES/ACCOMPLISHMENTS	PLANS
TEACHING & LEARNING		
1. ASSESSMENT & LEARNING HISTORY		
2. CURRICULUM DESIGN		
3. TEACHING DESIGN		
4. TEACHING PRACTICE		

DISCUSSION NOTES:
To be completed each term with Field Studies Advisor

BEST COPY AVAILABLE

PERSONAL SUPPORT		
1. PHYSICAL & HEALTH SUPPORTS		
2. COMMUNICATION SUPPORTS		
3. BEHAVIORAL & EMOTIONAL SUPPORTS		
4. CULTURAL & FAMILY SUPPORTS		

DISCUSSION NOTES:
To be completed each term with Field Studies Advisor

BEST COPY AVAILABLE

COLLEGIAL RELATIONSHIPS		
1. WITH "EQUAL" COLLEAGUES		
2. WITH "UNEQUAL" COLLEAGUES		
3. WITH "OTHER" THAN COLLEAGUES		

DISCUSSION NOTES:
To be completed each term with Field Studies Advisor

BEST COPY AVAILABLE

MANAGEMENT & EFFICIENCY		
1. TIME & TASKS		
2. RECORDS & RULES		
3. LOGISTICS & RESOURCES		
4. COMMUNICATION & COMPUTER LITERACY		

DISCUSSION NOTES:
To be completed each term with Field Studies Advisor

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SCHOOL LEADERSHIP & ADVOCACY		
1. CLASSROOM		
2. SCHOOL		
3. COMMUNITY		
4. PROFESSIONAL		

DISCUSSION NOTES:
To be completed each term with Field Studies Advisor

BEST COPY AVAILABLE

We have spent a number of years observing, working with, learning from, and teaching teachers, both in their pre-service education programs as well as in on-going professional development courses, in-services, workshops, and graduate degree programs. Stemming from our research, collaborations, personal teaching experiences, and continuing analysis of the work life of teachers, we have articulated five areas which we believe represent the broad range of roles and responsibilities that all teachers encounter and should strive to master. Within each of these five areas we have identified tasks around which to focus your own professional development. The tasks are particularly salient for today's teachers who work with an ever-increasing range of student diversity, including, and especially, those who have developmental disabilities, different learning styles and preferences, different cultural or family backgrounds, or a variety of other personal uniqueness.

We believe that learning and learning to teach better is a never ending process. Thus, teachers actually begin their career-long Professional Development phase the moment they receive their initial teaching credential! Each of you reading this comes with a wide variety of different information and experiences, as well as different current professional interests and preferences. Some of you may be participating in a selected professional development course sequence; others of you may be full- or part-time teachers returning to the University for advanced degrees and specialized studies. Still others of you might be just working as teachers, but seeking some way to organize and practice the various professional development opportunities available to you.

Consequently, because we cannot fully anticipate your individual experience and ability and because the roles and responsibilities in schools are constantly shifting, we have not tried to define exhaustively what it means to ever "complete" a task. Instead we describe for each task (1) why we believe it to be an important area of competence; (2) the range of diversity each task area encompasses; and (3) some specific information, experiences, or skills you might consider acquiring in each area. We have also included a "Professional Development Plan - Task Log" to assist you in designing a professional development plan which then will be tailored for you throughout your professional life.

Teaching Roles and Tasks

TEACHING & LEARNING

Teaching is perhaps the most complex role you will attempt to master during your years as a teacher. When we talk about teaching, we include "assessment and learning" as well, because good teaching depends upon what you can learn about your students, before, during, and after any attempt to teach them anything at all. We have organized the exploration of the teaching/learning interaction into four broad parts, each with several components: (1) assessment & learning history, (2) curriculum design, (3) teaching design, and (4) teaching practice.

1. Assessment & Learning History

As you undoubtedly learned after even your first day in the classroom, assessment is a great deal more complex than figuring out what your students know or don't know. At the most

basic level, you continually assess each student's learning and support needs. Teaching and assessment are really inseparable notions, and you practice this kind of assessment each time you teach. You also need to develop information about what each of your students likes to learn and why, how they are using their learning both inside and outside of school, and which teaching strategies tend to work well for them as well as which do not.

You will need to learn to analyze and use a variety of formal assessment information from colleagues to help you plan curriculum and teaching that match your students' abilities (a.k.a. formal ability-based assessment). At the same time, you must assess the effects of your efforts by working with families and students themselves to determine how school experiences contribute to students' competence and participation in their lives outside of school -- at home and in their communities (a.k.a. activity-based assessment).

For a few students you may need to be skillful at determining the full range of contextual variables that affect their learning and growth (a.k.a. functional assessment). These might include things that happen just before you try to teach as well as things in their lives that have longer term effects on their capacity to engage your efforts to teach ("setting events"). Some of these more distant influences might include things about a student's family or home life, health and medical conditions, or the student's understanding about their learning, their behavior, and their feelings about school. Teachers need to develop the ability to gather this kind of information informally about virtually all students, but for a very small number you will want to do this kind of assessment in much more detail and much more systematically.

Finally, if you are able to build upon what other teachers before you have discovered, all of your efforts to design effective teaching and learning events for your students will be greatly enhanced. Of course, some of your students will be relatively easy to assess across all these information dimensions. Indeed, many will be able to simply tell you most of what you need to know themselves. However, for anywhere from a fourth to a half of your students (assuming you are working with a really diverse group), you will need to know about their learning history from pervious teachers in more detail. Collecting that information needs to be quick and efficient or you will be at risk of skipping this task and relying on strategies that take much longer

2. *Curriculum Design*

Since we accept the notion that students learn **and** use their learning best when they are interested in what they are learning and can relate that learning to their lives in some way, curriculum design can get a lot more complicated than following a district selected text or suggested scope and sequence. Three aspects of curriculum design can help address these issues.

First, you can explore "official" curriculum from the above perspective. Most districts as well as some states and countries describe a set of curriculum aims or even common curriculum goals that they expect all students to learn. Of course, in the case of official curriculum, "all" doesn't always include quite a large number of students who may have more significant learning differences or even disabilities. Nevertheless, most teachers must design curriculum within the context of a set of official expectations for most students. Some districts, states and countries also create separate "official" curricula for small groups of students who are not expected to accomplish the official curriculum defined for the majority. Deciding what to teach any diverse group of students in ways that make sense to the students themselves requires teachers to work, possibly more flexibly than before, with these different kinds of official curriculum expectations.

Second, you can explore new ways to organize curriculum content. Most official curriculum is organized around content areas or skill domains. Unfortunately, learning reading or social skills in isolation may not make enough sense to your students, regardless of their willingness to comply, potentially reducing the likelihood that they will figure out how they are supposed to use or apply their learning in different contexts. "Integrated" and "activity-based curriculum" and the principles of "authentic learning", "big ideas", and "scaffolded learning", to name a few examples, can help you combine approaches from different traditional content areas and skill domains into topics and activities that make sense and are exciting for your students.

Third, you will need to develop strategies that will help you personalize your curricular decisions for each of your students. These personalized curricular decisions will involve using all the information you gather as part of your assessments and address not only students' abilities, disabilities, and current knowledge or skills, but also help you select things to learn for every student that build upon their interests, relate to their lives outside of school, address their preferred learning styles, and explore their different personal and intellectual strengths.

3. *Teaching Design*

Normally, deciding how you organize what to teach has lots of implications for what the teaching event ends up looking like. Four different ways to think about organizing teaching interactions between you and your students can help in making those decisions.

Teachers need to be fluent at organizing their students into learning groups. ***Diverse, or mixed-ability, groups*** are much more likely to have students who are very different from each other than to contain students who can effectively learn some identical thing in the same way at the same time. A second aspect of working with mixed-ability groups involves making the group experience interactive and collaborative. Teachers need to explore different ways to extend their ***interactive and collaborative group*** teaching techniques to include even more student diversity.

In addition to expanding their skills in working with groups of students, teachers also need to become fluent at working individually with students, sometimes just for a few critical seconds or minutes during a larger activity, and sometimes for more extended lessons of ***personalized teaching***. You should look for opportunities throughout your professional development experiences to explore both of these different teaching situations.

Finally, teachers need to explore different ways of ***teaching with others***. Sometimes these "others" will be teacher assistants who will look to you for leadership, teaching, and feedback. They will also bring many unique abilities and strengths to the classroom that teachers need to learn how to uncover and use in day to day teaching and curriculum development. In other situations you will need to teach alongside other teachers. In some situations these other teachers will think of themselves as either "special", "regular", or "specialist" in ways that might place constraints on what you can pursue together. Some will be comfortable with you teaching alongside, others will want to work collaboratively as a teaching team. Still others might be reluctant, even uncomfortable, with having another adult in the same classroom. You will likely encounter all of these "teaching with others" situations during your teaching career. Try to notice and use them to build your teaching as well as your interpersonal skills with other adults.

4. *Teaching Practice*

Good teaching takes lots of practice, and particularly as teachers get over the "hump" of those first few years in the classroom, "teaching" may well extend beyond your official students

to teaching adults that you work with, providing in-service presentations to others in your district, or coaching a practicum student. You will need look for ways to hone your skills in all of these areas.

Crucial to the on-going acquisition of fluency and skill in your teaching is for you to be theoretically well-grounded. There have been and will continue to be many different theories about teaching and learning, each with strengths as well as limitations. As a creative, flexible teacher, you will need to incorporate the strengths and minimize the weaknesses of each of these approaches. Throughout your professional development experiences, try to explore the different theoretical approaches that both general and special education have tended to rely upon. In this way, you will be able to bridge ways of thinking about teaching more familiar to special education—e.g. instructional technology grounded in applied behavioral analysis—with those more usually emphasized in general education—e.g. constructivist/reflective teaching grounded in theories of development and learning as a social enterprise.

PERSONAL SUPPORT

All students require support to learn well and use their learning effectively, some more than others. Without supports many children still learn, but learning may be more difficult, slower, and less fun. We think you will want to explore four different kinds of personal support that many of your students will need you, other adults in school, and their classmates to provide so their learning can proceed better and faster.

1. Physical and Health Supports

Some of your students will have physical differences and health conditions, both temporary and chronic, that require your attention and management. Physical supports range from footstools for students who might be shorter than the makers of desks and chairs anticipated, coaching and commiseration for those who are less graceful and coordinated during P.E. and dances, to things like assistance with eating, or preparing muscles to work better during activities. Some students may rely upon you to appropriately move them to, and position them in, different pieces of equipment like wheelchairs, or prone and supine standers. Others will need you to help them position their feet and bodies using lower tech equipment like seat belts, bolsters, footrests and cushions.

Other students will need help managing everything from a bad cold or a broken limb to more chronic and difficult to manage conditions like diabetes or AIDS. You may need to help keep track of seizures, medications, or eating for some students, while managing equipment and procedures like suctioning, heart monitors, or intermittent catheterization. You may encounter a few students who require your attention to, and documentation of, signs of possible abuse and neglect. Your support in such situations will require you also to possess information about legal requirements and constraints as well as a variety of advocacy strategies. Finally, all of your students will need your emotional support, occasional medical monitoring and support (everybody gets sick at one time or another), and perhaps occasionally, your use of emergency first aid.

You may also have to negotiate and organize the provision of supports by related service staff. You are also likely to need to communicate regularly with families in order to manage medical and technical information and changes in a timely manner. We can assist you to find ways in both courses and creating experiences to collect and use information about physical and health supports.

2. *Communication Supports*

Much of what makes us successful members of our schools and communities, family and social groups, is our ability to interact and communicate about our ideas, our needs and our contributions. Many of your students will require your support to be effective enough at all kinds of communication to be successful members of all these groups. We encourage you to look for opportunities throughout your work and professional development experiences to learn about how to support the communication of students who, for example, are too shy or inarticulate to speak up in either a small group or before the class or school. Look, for example, for ways to help the constant talker stop long enough to listen to others and the quick-to-talk student to think about what he or she really wants to say before starting.

Furthermore, we encourage you to explore ways to support students who have more significant difficulties talking and communicating, but who might be more successful with a variety of strategies as well as material supports. If this is an area you want to gain skills in, look for or create opportunities in courses, inservices, or professional development experiences to become familiar with commercially available materials (such as Touch Talkers and other electronic communication devices) as well as teacher- and parent-made materials such as communication books, schedules, and various kinds of devices that assist students to do things they have difficulty asking for or explaining.

3. *Behavioral and Emotional Supports*

The increasing complexities of modern life can take their toll on children and youth. Some students seem to simply lack enough care and nurturing. Others are confused about who they are and how they fit in the scheme of things in much deeper and more distressing ways than most kids seem to experience. Schools, families, and communities are struggling to understand how to help what seems to be an ever increasing number of children and youth who don't know how to manage their feelings, confusions, and frustrations.

An aspect of your professional development should focus on ways to provide emotional and behavioral supports to students with all kinds of problems—some we understand but can do little about, as well as those we simply do not yet understand. We suggest you explore three key dimensions to the provision of behavioral and emotional supports. The first, and perhaps most important, is understanding the student's perspectives. Often this will be most complex indeed because the students themselves may not be able to really tell us about their feelings, confusions, and frustrations.

The second dimension to explore involves sharing responsibility for behavioral and emotional problem-solving with the students themselves. Even those who either do not talk at all, or only communicate a little, can give us lots of information and feedback about what might really be a help to them. Indeed, support can only be defined as "useful and supportive" by the person receiving it, regardless of how much we think it might help.

The last dimension to explore involves the need to revise and adjust our supports constantly as things change. And everything changes! It is unlikely that a support strategy that works for one student will work just the same way for another, or that a strategy that works once will work again, or that a successful solution will necessarily continue to be supportive over time.

Look for ways to understand this particularly complex area of personal support in your teaching experiences, your professional interactions, and your own personal lives. We hope you will eventually gain a good understanding of your own information and skill at analyzing the need for, providing, and continuously adjusting emotional and behavioral supports to your students and your colleagues.

4. Cultural and Family Supports

Although your students' learning abilities and disabilities will likely be the major differences you attend to, the students in a diverse classroom will also be different in many other ways. All of your skills as a teacher and an advocate must be sensitive to the ways in which your students' cultural, racial, gender and socioeconomic differences may also affect their educational accomplishments. Understanding these differences will offer you opportunities to better tailor their curriculum and teaching experiences and in likelihood may enrich the experiences of their classmates at the same time. In some cases, for example, you may have students with extremely limited communication abilities for whom English is a second language, necessitating extraordinarily close coordination of your communication supports and teaching with family values and lifestyles. Others' cultural and family practices may make some kinds of teaching or teaching materials inappropriate, requiring you to be especially sensitive and creative to other options. Still others will need your support to acquaint them with nondisabled peers and adult role models who share some of their unique attributes.

You will also find that your students come from increasingly diverse family situations. Sometimes these family differences are a function of their cultural affiliations, but it can also be a result of having parents who divorce and remarry, families with only one or many adults, and any number of other variations that emerge from social and economic pressures as well as family preferences.

As classroom student compositions become more and more diverse, you will have a variety of opportunities to work with students who are racially, culturally, linguistically, and socio-economically different from yourself. You may need to learn how to provide the kinds of cultural and family supports that will permit them to be both educationally and socially successful. Your greatest challenge can often be to first appreciate the importance of these differences and your own tendency to either recognize or overlook them. Districts are becoming more and more sensitive to the kinds of unique situations and challenges that arise with complex, heterogeneous, classrooms. You should become aware of your district and community resources for securing supports and curriculum strategies that can help you to be more appropriately attentive to cultural and other differences in your students.

COLLEGIAL RELATIONSHIPS

No single individual is likely to possess all the information, abilities, and decision-making skills to effectively help every student learn. Given the increasing complexity of many students with and without disabilities, this is more true than ever. Everyone is realizing that only the *collective* efforts of teachers, students, families, and others can result in effective schooling. Sometimes these collective efforts will result in a teamwork that incorporates each participant's ideas, achievements, compromises, and consensus. In some other situations your collective efforts will be seemingly *collaborative* in nature, that is people with different abilities and information will work together to achieve some result that none of the members of the collaborative effort could have achieved alone. In other still situations your collective efforts will

be *consultative*: one of you will take the role of sharing your information and skills with someone else in order to enable them to achieve some result without your continuing assistance (sharing information and ability so someone else can achieve an outcome).

Teamwork, collaboration and consultation are difficult. You will have many opportunities through the normal course of your work life and professional development experiences to focus on such relationships if you choose, such as work and study groups, building or grade-level teams, site councils, working with classroom assistants, etc.

1. *With "Equal" Colleagues*

Many of the people you will find yourself working with in schools will be officially "equal," as defined by their label, their seniority, pay scale or university degree. Many of your "equal" colleagues will be other teachers. Sometimes, however, you will find that a classroom assistant, a parent, a specialist of some sort, or an administrator, despite their official difference in rank, will work alongside you as another teacher. While you will enjoy the experience and results of these unofficial working relationships, there will be others who will have more regard for the power of the official rank, regardless of the unofficial relationships you may have negotiated. Teachers have to become skillful at noticing others' interpretations and figure out how to respond to them. Thus, whether "official" or unofficial, teachers need to negotiate and manage a range of relationships with "equal" colleagues.

2. *With "Unequal" Colleagues*

Many of the other people you will work with in schools will, conversely, be officially "unequal," as defined by their label, their seniority, pay scale or university degree. Administrators and supervisors are the most obvious examples, but so are classroom assistants, secretaries, bus drivers and a host of other educational support personnel. As with officially "equal" colleagues, however, you will encounter times that these people of different official rank work with you as equals. Other times, you and they will feel the strain and constraints of your official status differences. You will also encounter colleagues of officially "equal" rank that you simply don't *feel* equal to—sometimes because they seem so much more experienced, clever, or productive; sometimes for just the opposite reasons. These "unequal" situations, whether official or unofficial, are harder to manage than "equal' relations. That's exactly why we encourage you to explore your feelings, your reactions, and your strategies for dealing with them as part of your professional development.

3. *With "Other Than" Colleagues*

Whether "equal" or "unequal," officially or unofficially, many other people you will need to work with as a teacher are not really colleagues at all. Students, parents, people in the community, your own family and parents, people who work in other agencies or organizations, other teachers' students, friends' children: all will have an impact on your professional work life at one time or another. They are also people who will contribute to what you can achieve for your students, both directly and indirectly. To manage these relationships you teachers need to develop the listening skills, communication skills, and action strategies that will result in you negotiating satisfying relationships with all these "other than colleagues."

MANAGEMENT AND EFFICIENCY

You will never have enough time! No teacher does. In fact, lack of time is the most common and consistent lament of teachers. There is a good deal of truth to the charge: on the whole, teachers do not have enough time to work with others, plan, keep up with innovations in their fields, or just think about their work. Another aspect of the time problem is simply that your teaching is complex and difficult: teachers have to manage an astonishing number of tasks, information, and people while operating under conditions of scarce resources, constraints and conflict. Every decision you make will affect many other people and decisions, not just immediately, but sometimes long into the future. This dilemma of "not enough time" may eventually change, but probably not soon enough!

1. Time and Tasks

As we said, there's never enough time and always too many tasks. If you feel the need to work on improving you effective organization and time management strategies, you should definitely make this your first priority. Being on time, completing tasks and projects, keeping people informed of your activities, sequencing tasks to minimize wasted time, delegating and prioritizing tasks when time is limited, and figuring out how not to feel guilty about what you cannot do, are all important components of effective organization.

We encourage you to observe and talk to peers, other professionals, and your instructors about their own personal management systems. Pay attention to how they manage both time and tasks. They might have some strategies that will work effectively for you. Take a look at computer software or other commercial calendar and task/accomplishment strategies that are available. Good management, like many other things, is not a talent for most of us, it is a skill, sometimes laboriously learned. Improving these skills can make you a more efficiently organized teacher, accomplishing more -- even without enough time!

2. Records and Rules

A second management challenge for teachers involves keeping track of, and meeting the requirements of all the school and district policies, most of which require some sort of record-keeping. Staying abreast of legislative, district, and school requirements, rules, and records can be a challenge. Workshops, or even full courses, are frequently offered that can help keep you informed if this is an area of interest for you.

You may also want to be working on improving your own record-keeping, file management, and information retrieval systems. Again, look around for those "organized" people who can give you a few tips on managing these aspects of becoming a more efficient and effective professional.

3. Logistics and Resources

Given the sheer complexity of all the parts of your work, you may well be at risk of THE LOGISTICAL NIGHTMARE! Like most abilities, the "juggling act" required by teaching can be acquired with some attention and practice, especially to how you think through things. Other peers, teachers, and administrators would likely be happy to share how they manage to keep all those "balls in the air."

Closely related to time, tasks, rules, records, and logistics is the demand to manage your resources well enough to efficiently accomplish your plans. Of course, you may often find yourself working with very few resources these days. An important aspect of resource management you might wish to explore is how to generate and use both formal and informal resources, such as teacher-initiated grants or community support projects. You may want to develop or increase your information networks, individual people/personnel, or community contacts and volunteers as part of your resource base.

4. Communication and Computer Literacy

All of these management and efficiency tasks are grounded in communication of one sort or another. Generating information from decision-making, teaching and persuading, negotiation and compromise all require that you effectively express yourself verbally and in writing. Ineffective communication can result not just in misunderstandings, but also in mistakes and experiences that can have lasting negative consequences. As part of your professional development you can seek out opportunities to practice various forms of communication, such as oral presentations, graphic design, video techniques, and effective writing and to observe others' styles, discover your own preferred communication style and strategies, and to receive advice and assistance to enhance your communication ability from peers.

Computers are an important form of communication and we suggest that you explore at least three kinds of computer literacy. First, most of your students will benefit from a wide array of computer-based learning and leisure activities. You should learn to evaluate the technology resources of your school and district in order to maximize the opportunity your students have to use computers as a learning resource. Second, remember, too, that some of your students will require sophisticated augmentative devices for communication and mobility. You will need to become familiar with the use, care and programming of these devices. Finally, you yourself need to become fluent with word processing and data management software and joys of networks, e-mail, the Internet and faxing! While troublesome at times, computers actually will make your professional life easier and more efficient in many ways.

SCHOOL LEADERSHIP AND ADVOCACY

As schools continue to change, there are increasing demands upon teachers to assume a variety of leadership and advocacy roles, -- in schools as well as on more local and personal levels. Good teachers have always been leaders in a variety of ways, but you may want to seek opportunities to hone your skill especially in the following spheres.

1. Classroom

As a classroom teacher there are several dimensions to both the leadership and advocacy demanded of you. It is increasingly unlikely that you will work alone in classrooms. Other teachers, classroom assistants, various content area and other kinds of specialists, even administrators will look to you for leadership. You will need to be clear about your goals for your students, your own collaboration with these adults, and the program improvements you are seeking to make. And you will need to be able to articulate these goals effectively and convincingly.

2. *School*

Within your school and district you will have the opportunity to advocate for broader school change by serving on site councils and participating in site-based decision making, joining task forces or district committees, to name just a few. You may also have agendas for change that are not entirely shared by even a critical mass of other school personnel, however, and will want to acquire the demonstration and persuasion abilities to encourage the larger discussion of your ideas.

Look for opportunities to develop skills in, for example, (1) gently "feeding" people new information, (2) forming work groups and study groups, (3) developing proposals to experiment with new ideas, (4) documenting your achievements in ways that can be shared persuasively with others, (5) figuring out ways to identify and work on others' issues as a way to work toward your own, and (6) learning how to problem-solve about others' perspectives and ideas in ways that encourage your ongoing respect and collaboration rather than frustration and conflict.

3. *Community*

Schools are in a period of high community visibility and low community support just now. As a citizen and an educator you have a role in your community to advocate for a variety of things that can contribute not only to more effective schools, but to better school/community partnerships. These might include getting involved in informational or political campaigns on behalf of school change, school funding, and other such issues. In addition to these more formal activities, your own routines of life will present many opportunities to educate people in the community about the importance of education and diversity in schools. For example, opportunities to notice and comment upon both good and poor examples of accessibility for persons with various kinds of motor and sensory limitations might come up almost daily. Finding ways to encourage celebration of cultural and other dimensions of diversity in civic events might be another. Such habits of community leadership and advocacy will reflect well on you personally and on the profession collectively and foster stronger links between schools and communities.

4. *Professional*

As an educator, you will always be in a state of "professional development": schools are always changing, and there's always more to learn! Consequently, we expect that your next "task" is not only to continue to plan for your ongoing professional development, but also to develop the skills and strategies to support the professional development agendas of your colleagues in turn. In the process we encourage you to seek opportunities to keep in touch with broader issues and trends in education. We encourage you to avail yourself of a range of professional organizations and publications and to attend (and consider presenting at) professional conferences and meetings.

"Completion" of the Professional Development Tasks

We believe, in fact, that it is unlikely that you will ever "complete" your learning about any of these roles and tasks. Good teachers are constantly self-evaluating, reflecting on his or her practice, and searching for new ideas and skills. We hope that this plan will continue to assist you in this process of professional growth for a long time indeed!

ATTACHMENT 4

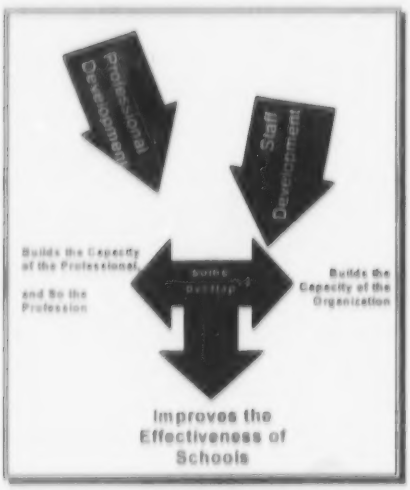
- CPD Article

Reconceptualizing Continuing Professional Development: A Framework for Planning

Dianne L. Ferguson

As schools continue to attempt change, demands for staff and professional development will continue. Indeed, according to some commentators, if any of our school reforms are to succeed as durable and fundamental changes in what Elmore[1] (1996) terms the "core of educational practice" (p. 2) we need to reconceptualize staff and professional development and create the strategies, incentives and options that will promote teachers' learning of the new practices and perspectives that will genuinely change this core of practice.

By a "core of educational practice" Elmore and others mean "how teachers understand the nature of knowledge and the student's role in learning, and how these ideas about knowledge and learning are manifested in teaching and classwork (1996, p.2)." Teachers must learn new ways to organize their schools and classrooms, new student grouping practices, approaches to learning that shift the relations between teachers and students, ways teachers might share learning responsibility for groups of students, and new procedures for determining and documenting students' learning that can be communicated to the students, other teachers, parents, community members and administrators.


Professional Development
Staff Development
Builds the Capacity of the Professional and So the Profession
Builds the Capacity of the Organization
Improves the Effectiveness of Schools

Distinguishing *Staff* and *Professional* Development

Achieving the kinds of changes in approaches to this kind of in-depth teacher learning first requires a distinction between staff development in schools and teacher professional development. Although there is certainly some overlap, I believe it is useful to locate the focus of *staff development* in building the capacity of the organization whereas the focus of *professional development* is to build the capacity of the individual professional, and so the profession as a whole. Understanding the nature of this overlap and using it to create and manage opportunities for both is critically necessary if American schools are to respond successfully to the needs of both teachers and school organizations.

The distinction between staff and professional development is important for comprehensive and effective planning. All teachers in a particular organization may need, and be required to participate in and use staff development as a condition of their employment in the school. Incentives are often extrinsic and acquisition of the targeted learning contingent upon sanctions imposed by the collective school faculty and staff. Most educators are quite familiar with those in any building who

[1] Elmore, R.F. (1996). Getting to scale with good educational practice. *Harvard Educational Review* 66(1), p. 1-26.

participate in school-wide development with much reluctance and sometimes only when sanctions are used. The changes in teaching practice that result from staff development is often relatively small for three reasons, (1) the organizational focus of staff development, (2) the nature of incentives and sanctions typically available within schools, and (3) the time available and amount and nature of learning that can be required. If everyone has to do it, the least common tolerance for learning and change among the organization's group of teachers tends to dominate.

Since professional development, by contrast, focuses on the individual teacher, efforts can be directed to those in any school who possess the intrinsic motivation for the more in-depth and continuous learning required for fundamental change in core educational practices. Limited resources can be differentially allocated to maximize both staff and professional development over time without creating a mismatch between motivation available and the size and importance of the learning required for any particular teacher. This kind of careful planning can potentially address the learning needs of both schools and teachers in an integrated way that minimizes conflict and rewards innovation.

Planning Considerations

Planning differentially for both staff and professional development requires simultaneous attention to three additional considerations: (1) the learning outcome desired, (2) the size or complexity of the learning involved, and (3) the formats best suited to achieving the learning outcome.

Typical Staff/Professional Development Formats

The range and variety of formats for delivering either staff or professional development are relatively few. Typically, however, both school districts and colleges/universities – the two most typical initiators of staff and professional development – tend to rely upon a small number of these options. In fact, school districts tend to rely on the shorter formats and colleges/universities the longer ones. Options include the ubiquitous 1-2 hour, half day or full day workshop, or the multi-session conference at the short end of the time continuum, and full year course sequences, single courses, short multi-week courses, and ongoing teacher study groups at the longer end of the time continuum.

Learning Outcome

A substantial literature has concluded that longer time formats are needed for teachers, or indeed anyone, to achieve more in-depth and integrated learning. Shorter formats are simply too short (e.g., Darling-Hammond, ****; Liberman, 1995).[2] Most educators are aware of the limits of the "one-shot" inservice for achieving any substantial teacher learning, yet we tend to rely upon such formats despite their limitations.

Alternatively, we could use shorter formats to "market" the need for more in-depth efforts. This strategy might help generate the kind of intrinsic motivation needed to recruit more teachers into longer term learning efforts. Shorter formats can also be effective formats for disseminating information for either staff development or professional development. Information dissemination, however, rarely achieves the

[2] Liberman, A. (1995). Practices that support teacher development. *Phi Delta Kappan* 76, 8: 591-596. Darling-Hammond, L. (****)

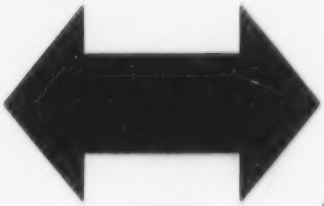
kind of skill development or conceptual and integrated learning required for fundamental changes in core teaching practices.

"Size" and Complexity of Learning

The most difficult consideration to integrate with the first two is the size and complexity of the learning task addressed. There are two ways that size and complexity matter. Learning how to use a new form for recording incidents or requesting peer support and problem-solving is relatively discrete as well as small. Either might be addressed in a short format and both relate to staff development.

Learning how to schedule and run student-led conferences or construct a student portfolio is also relatively small in size and could be addressed in a shorter format. However, integrating the use of such information and skill with other curriculum and teaching practices that are consistent requires a broader understanding of the theories and relationships among various student assessment practices. Similarly, learning and applying the theories of multiple intelligence, cooperative learning, constructivism, or direct instruction depends upon a command of not only the theories themselves, but also the relationship between various common practices and the theory.

The larger or more complex the learning task, the more necessary it is to pursue such learning through longer, more continuous formats. The following matrix relates learning outcomes to various delivery formats. Consideration of size and complexity of the learning task would result in contents in each cell.



Outcome By Presentation Format

	"Marketing"	Information Dissemination	Skill Acquisition	Conceptual & Integrated Learning
1-2 Hour Workshop				
Half Day Workshop				
One Day Workshop				
Multi-Day Workshop or Institute				
Multi-Session Conference				
3 - 5+ Week Course				
Action Research Projects				
Recurring Study Groups				
Quarter or Semester Course				
Quarter or Semester Multi-Course Sequence				

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Directionality and Ownership

One additional implication of the distinction between staff development and professional development is the ownership of the decision-making process and the direction from which those decisions emerge. Staff development, focusing on the collective capacity of the organization requires collaborative decision-making and group commitment. Of course, staff development can be imposed. An administrator or administrative process can direct the delivery of teaching and information to a faculty/staff in order to increase the capacity of the organization. It's worth considering, however, that genuine *learning* is within the control of the individual. Transforming teaching into learning is essentially an individual decision and responsibility.

Professional development, drawing as it does upon individual motivation, must also be structured to maximize individual decision-making and responsibility. The following definition and principles, developed by teachers and teacher educators, can direct the planning process described here and assist planners to balance considerations of format, learning outcome, and learning demands for both staff and professional development

> ***Continuing Professional Development*** *is an educator-driven, flexible system where educators engage in planning learning experiences over time that result in better and better learning and life experiences for students and educators.*

Principle 1: Child & Youth Centered. The purpose of CPD for educators is ultimately to make a difference in the learning and lives of students. Any effective CPD system must keep this point in focus and help participants connect their learning to student outcomes.

Principle 2: Educator/Learner Focused. Effective CPD is about ***educators*** learning and exploring new ideas they can then apply in their own practice. The educator/learner must be "in charge" of designing their own CPD experiences in ways that benefit their own learning, application and reflection.

Principle 3: In-depth. Effective CPD creates the opportunity for educators to take the time needed to work extensively with new ideas and information. Only such in-depth learning can be adequately integrated into practice in ways that benefit both educators and students.

Principle 4: Continuous. CPD never ends. Effective educators pursue learning and growth continuously. CPD systems should be structured in a fashion so educators can periodically revisit and redesign those CPD experiences that support their continued growth.

Principle 5: Context Sensitive. Every educator's professional experiences are unique. CPD experiences should be designed in light of the particular educator's students, school, and district in order to be most effective and responsive.

Principle 6: Focused on Group Practice. Educators do not work alone. Increasingly, meeting the needs of Oregon's children and youth require groups of

educators and others to design *together* effective learning. CPD should promote and provide experiences with this kind of interdependent group learning and purpose.

Principle 7: Research Oriented. The knowledge base of teaching and learning continues to grow and change as a result of the efforts of university-based and field-based educators and community members. Effective CPD should draw upon and in turn contributes to, this growing knowledge base.

Principle 8: Use of Panel-Validated Self-Assessment. Assessment of the results of CPD should be vested with the educator/learner. At appropriate times, the educator collects evidence of the effect of continuing professional development which is then validated by "friendly critics" representing a broader constituency of professionals and consumers. Effects of CPD experiences should related to student learning, teaching practice and growth in organizational capacity.

from . . .
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ATTACHMENT 5

- Practicum Evaluation/Cooperative Professional
- Practicum Evaluation/Student
- Summary Information

UNIVERSITY OF OREGON, SSCE

END OF QUARTER FIELD STUDIES/PRACTICUM EVALUATION

COOPERATING PROFESSIONAL

TERM/YEAR: _____	UNIV. INSTRUCTOR:	SITE: ___ELEM. ___HIGH
PRAC. STUDENT: _____	_____	___MIDDLE ___ADULT

I. Were the general goals and program purposes of the STP Personnel Preparation Program clear and/or explained to your satisfaction?

II. Do the goals of school and community inclusion for all individuals, regardless of ability, seem attainable in your setting?

III. Please rate the master's/teacher candidate on the following teaching abilities and elements of professionalism: (on a scale from *1 Needs considerable improvement* to *6 Excellent*. If you have no basis for judgment, mark NA.)

TEACHING AND LEARNING	needs improvement					excellent	
• Selects and appropriately uses assessment tools.	1	2	3	4	5	6	NA
• Assesses student performance on functional, real-life activities.	1	2	3	4	5	6	NA
• Develops comprehensive lesson plans and curricula that promote meeting individual student needs within it.	1	2	3	4	5	6	NA
• Designs age-appropriate instructional activities and materials.	1	2	3	4	5	6	NA
• Plans and prioritizes IEP goals and objectives.	1	2	3	4	5	6	NA
• Effectively teaches small and large heterogeneous groups of students.	1	2	3	4	5	6	NA
• Other abilities or comments:							

PERSONAL SUPPORT							
• Obtains or designs and uses adaptive techniques or equipment for students with physical/sensory impairments.	1	2	3	4	5	6	NA
• Lifts and handles students with physical disabilities; demonstrates appropriate skills with support equipment.	1	2	3	4	5	6	NA
• Teaches functional communication.	1	2	3	4	5	6	NA
• Obtains or designs and uses augmentative communication methods (signing, communication boards, computer voice output, etc.)	1	2	3	4	5	6	NA
• Provides behavioral support in school and community settings.	1	2	3	4	5	6	NA
• Manages emergency medical/health problems.	1	2	3	4	5	6	NA
• Other abilities or comments:							

COLLEGIAL RELATIONSHIPS

- Obtain general education staff involvement with students with severe disabilities. 1 2 3 4 5 6 NA
- Establishes and maintains good cooperative working relationships with others, including parents, teachers, supervisors, support personnel, volunteers, community supports. 1 2 3 4 5 6 NA
- Other abilities or comments:

MANAGEMENT AND EFFICIENCY

- Efficiently manages logistics (ex. planning, delegating tasks, monitoring performance, record keeping, scheduling) 1 2 3 4 5 6 NA
- Arranges for and manages meetings. 1 2 3 4 5 6 NA
- Demonstrates computer skills and applies them effectively. 1 2 3 4 5 6 NA
- Attendance and promptness to work. 1 2 3 4 5 6 NA
- Overall thoroughness and attention to detail. 1 2 3 4 5 6 NA
- Other abilities or comments:

SCHOOL / COMMUNITY LEADERSHIP AND ADVOCACY

- Obtains support and resources from school. 1 2 3 4 5 6 NA
- Obtains support and resources from community. 1 2 3 4 5 6 NA
- Participates on school/community planning teams. 1 2 3 4 5 6 NA
- Takes initiative at work and in seeking new information professional development opportunities. 1 2 3 4 5 6 NA
- Overall ability to accept constructive feedback. 1 2 3 4 5 6 NA
- Professional appearance and demeanor. 1 2 3 4 5 6 NA
- Other abilities or comments:

IV. Please rate the following practicum processes and logistics:

- On-going communication between school and university of practicum progress. 1 2 3 4 5 6 NA
- Adequacy of support by university staff to candidate. 1 2 3 4 5 6 NA
- Practicum agreement was effective in structuring practicum opportunities, feedback and candidate accountability. 1 2 3 4 5 6 NA
- Practicum meetings were effective and assisted in implementing the agreement. 1 2 3 4 5 6 NA
- University staff provided useful support to classroom or site as a whole per request(s) from you. 1 2 3 4 5 6 NA
- Other comments:

UNIVERSITY OF OREGON, SSCE

END OF QUARTER FIELD STUDIES/PRACTICUM EVALUATION

STUDENT

TERM/YEAR:
UNIVERSITY PRACTICUM INSTRUCTOR:
CLASSROOM OR FIELD STUDIES SITE: COOPERATING PROFESSIONAL:

PLEASE LIST THE COURSES YOU TOOK THIS TERM: 1. 2. 3. 4. 5.

Please help us evaluate both the Practicum/Field Studies sites that we use as well as the Practicum process itself:

SITE FEATURES:	little a lot	COMMENTS:
1. Were the goals of school and community inclusion for all individuals attainable in your setting?	1 2 3 4 5 6	
2. Were there a variety of opportunities available for you to apply or acquire new learning?	1 2 3 4 5 6	
3. Is this a site you would recommend we continue to use for your fellow students to apply their coursework, assignments, and teaching/learning theory?	1 2 3 4 5 6	
4. Please comment on the 2-3 ways in which this site was particularly valuable for your learning:		
5. Please comment on unique challenges that this site offers for practicum experiences:		

PRACTICUM PROCESS:	little a lot	COMMENTS:
1. Was the practicum agreement planned as a team with you and the cooperating professional?	1 2 3 4 5 6	
2. Did the process and the agreement help structure practice and learning opportunities for you?	1 2 3 4 5 6	
3. Was the agreement balanced across program tasks, abilities and roles?	1 2 3 4 5 6	
4. Did the process and the agreement establish expectations and accountability for you?	1 2 3 4 5 6	
5. Was the evaluation of your performance related to the practicum agreement and feel fair?	1 2 3 4 5 6	
6. Was it constructive and specific?	1 2 3 4 5 6	
7. Was the university instructor sufficiently available, supportive, and reliable?	1 2 3 4 5 6	
8. Was supervision and instruction from the cooperating professional helpful and available?	1 2 3 4 5 6	
9. Was advising from university faculty sufficiently available and helpful?	1 2 3 4 5 6	

Any other comments or suggestions?

UNIVERSITY OF OREGON, SSCE

END OF QUARTER FIELD STUDIES/PRACTICUM EVALUATION

COMPILED FROM COOPERATING PROFESSIONAL EVALUATIONS

TERM: WINTER YEAR: 1995 NUMBER OF EVALUATIONS: 8

I. Were the general goals and program purposes of the STP Personnel Preparation Program clear and/or explained to your satisfaction?

Yes
Not completely, some terms and projects not really clear. But my fault. I didn't ask for more time to sit down and discuss (but other responsibilities more pressing
Yes, they were very clear.
Yes
Yes
An initial meeting with supervisor would have been helpful at the beginning of term. I did not get a clear explanation of what was expected of me or the student until he entered the classroom.
Yes
Yes, I liked receiving info in writing as well as verbal.

II. Do the goals of school and community inclusion for all individuals, regardless of ability, seem attainable in your setting?

Not as it is now - physical & philosophical problems.
No
Yes.
Yes.
Yes
Not at the present - we were still struggling with the CIM/CAM.
No - only integration.
No - not fully (but almost)

III. Compiled ratings of the practicum students on teaching abilities and professionalism.

TEACHING AND LEARNING	needs improvement ◄——► excellent

	1	2	3	4	5	6	NA
• Selects and appropriately uses assessment tools.		1			5	1	1
• Assesses student performance on functional, real-life activities.	1				4	3	
• Develops comprehensive lesson plans and curricula that promote meeting individual student needs within it.				2	3	2	1
• Designs age-appropriate instructional activities and materials.	1				2	5	
• Plans and prioritizes IEP goals and objectives.	1					1	6
• Effectively teaches small and large heterogeneous groups of students.		1		1	2	1	3

- Other abilities or comments:

Student is excellent in small group settings but needs more whole group experience.
Great rapport with students and a natural teaching personality.
Excellent rapport with students, firm but used encouragement, humor, and authority.
Student does a great job working with the students and get them to work to complete their assignments.
Has a great rapport with students, uses a variety of teaching strategies and behavior management techniques.
Practicum student was in my classroom for one period only. He immediately developed a good rapport with students and developed creative activities.

PERSONAL SUPPORT

1	2	3	4	5	6	NA
			1	2	1	4
				3		5
	1		1	3		3
			1	1		6
	1		1	1	1	2
				1		5

- Obtains or designs and uses adaptive techniques or equipment for students with physical/sensory impairments.
- Lifts and handles students with physical disabilities; demonstrates appropriate skills with support equipment.
- Teaches functional communication.
- Obtains or designs and uses augmentative communication methods (signing, communication boards, computer voice output, etc.)
- Provides behavioral support in school and community settings.
- Manages emergency medical/health problems.
- Other abilities or comments:

  3 people didn't understand the next to the last question.

  Was very aware of not enabling students to be passive learners.

COLLEGIAL RELATIONSHIPS

1	2	3	4	5	6	NA
1				2	4	1
1				2	5	

- Obtain general education staff involvement with students with severe disabilities.
- Establishes and maintains good cooperative working relationships with others, including parents, teachers, supervisors, support personnel, volunteers, community supports.
- Other abilities or comments:

  Nice.

  Terrific.

  Student has great public relations skills. She listens to what is said and helps fix the problems. She is very personable.

  Works very well with colleagues.

  Student was a good liaison & supporter for a teacher who was apprehensive about including students with disabilities.

  Her ability to focus on one student in a one-on-one was sufficient. But she often excluded the rest of the class and the needs of the class as a whole in order to focus on the individual student. This candidate would visit other teachers without first setting up appointments and without clearly explaining the purpose of her visit. I received feedback from two classified personnel and four certified personnel on her apparent "abruptness" with them on multiple occasions. I also felt her expectations of the students did not take into account their abilities - in other words - student rapport was not established.

MANAGEMENT AND EFFICIENCY

1	2	3	4	5	6	NA
	2		4	1	2	
1			2	2	2	1
	2		3			3
	1	1	1		5	
1				4	3	

- Efficiently manages logistics (ex. planning, delegating tasks, monitoring performance, record keeping, scheduling)
- Arranges for and manages meetings.
- Demonstrates computer skills and applies them effectively.
- Attendance and promptness to work.
- Overall thoroughness and attention to detail.
- Other abilities or comments:

  Very organized and kept us well informed of when she's be there or not.

  This candidate on at least four occasions did not have children's homework checked in, graded, recorded and ready to be passed out on time. Repeated attempts to help her maintain a consistent level of efficiency were not successful.

SCHOOL / COMMUNITY LEADERSHIP AND ADVOCACY

	1	2	3	4	5	6	NA
• Obtains support and resources from school.			1		1	6	
• Obtains support and resources from community.					1	3	4
• Participates on school/community planning teams.						2	6
• Takes initiative at work and in seeking new information professional development opportunities.	1			1	3	2	1
• Overall ability to accept constructive feedback.	1				2	5	
• Professional appearance and demeanor.	1					7	

- Other abilities or comments:

  Very energetic and personable. Worked well with all staff and had good, creative ideas.

  Accepts feedback but I didn't observe her applying suggestions on consistent level.

IV. Please rate the following practicum processes and logistics:

	1	2	3	4	5	6	NA
• On-going communication between school and university of practicum progress.			1		3	4	
• Adequacy of support by university staff to candidate.			2		2	4	
• Practicum agreement was effective in structuring practicum opportunities, feedback and candidate accountability.					2	4	1
• Practicum meetings were effective and assisted in implementing the agreement.					2	4	1
• University staff provided useful support to classroom or site as a whole per request(s) from you.			1		1	5	

- Other comments:

  Supervisor visited my classroom once to observe practicum student.

  In some ways I felt "put in the middle" because student felt picked on by STP, yet he had goals to be reached according to STP standards and I was trying to support each. I realize this is all a part of a supervising teacher.

  The help provided by the university was excellent. I'm just sorry this candidate had difficulty.

V. We are in the process of revising this evaluation form. Are there items which you feel should be added or deleted?

Thanks for the help.

No.

Well it's better than it used to be.

ATTACHMENT 6

- Work Sample Guide
- Task Description
- Score Guides

WORK SAMPLE SCORING GUIDE

STUDENT NAME: _____

Work Sample Unit: _____

Date: _____ **Student ages/grade:** _____

1.	**Includes goals for the unit of study (generally two to five weeks in length) that vary in kind and complexity, but that include concept attainment and application of knowledge and skills.***	
	To score a ⑤ in this area:	Planning for the unit includes evidence of collaborative planning using heuristic planning tools: student/teacher webs, various theories of learning and intelligence, lesson plans, and/or other organizing planning tools. Goals are achieved through a variety of activities and assessments through which students will apply and demonstrate their skills, personal growth and concept attainment for the unit. Assessment practices also include a mechanism to record incidental learning. Plans maximize school and community resources and provide for a variety of instructional strategies and teaching locations.
	To score a ① in this area:	Planning evidence is minimal. Unit content is unthematic, lacks links to life experiences and applied activities. Evidence indicates that planning was done by one person and does not include other staff, volunteers or other community resources in its implementation plan. Assessment strategies are narrow and provide limited opportunities for students to demonstrate knowledge and growth.
2.	**Includes instructional plans to accomplish the learning goals for the identified group(s) of pupils.***	
	To score a ⑤ in this area:	A set of daily lesson plans derived from the Unit plan are in place at the beginning of the unit. On-going changes and adjustments are indicated throughout the course of the teaching. Lesson plans are detailed enough for a substitute teacher to deliver the day's instruction and activities to a reasonable degree of quality. The instructional plans also identify special consideration for diverse learners and learning needs, including planned teaching objectives that relate to individual student goals and interests with a planned documentation/reporting strategy on achievement.
	To score a ① in this area:	Overall instructional plans are sketchy and unclear. The plans include few or no objectives, strategies, or opportunities for students with diverse learning styles and needs to demonstrate success and accomplishments.
3.	**Includes data on learning gains resulting from instruction, analyzed for each pupil, and summarized in relation to pupils' level of knowledge prior to instruction.***	
	To score a ⑤ in this area:	The completed unit reflects a variety of data sources to document student gains for each student. Recording and documentation strategies include individual documentation for those students (2-3) identified in the initial plans. Documentation relates directly to the individual student's goals and objectives.
	To score a ① in this area:	Evidence of student gains is unclear or incomplete. Individual student accomplishments are not summarized and there is little relationship to individual objectives and learning needs.
4.	**Includes interpretation and explanation of the learning gains, or lack thereof.***	
	To score a ⑤ in this area:	Actual daily lesson plans include a reflective component that analyzes each day's teaching, accomplishments, difficulties, the decision-making process whereby plans are adjusted in response to the class needs. The completed set of lesson plans are presented with an overall analysis of the effectiveness of the unit, instructional strategies, activities, etc. with suggestions for adjustments should the unit be presented again.
	To score a ① in this area:	Little or no evidence is presented that indicates a reflective process in evaluating the effectiveness of the unit and instruction. Lesson plans have remained unaltered, even though student gains were minimal or lacking.

* Criteria stated in OAR 584-16-075 governing teacher licensure.

Developed by Ginevra Ralph/Dianne Ferguson, Schools Projects, Univ. of Oregon File: P:\SCHOOLS\BCC-SSCE\RUBRICS\SPECIFIC\WRKSAMP2.DOC

5. Includes a description of the uses to be made of the data on learning gains in planning further instruction on this and subsequent topics and in reporting pupils' progress to them and their parents.*

To score a ⑤ in this area:	The Unit summary includes analysis for the class as a whole and for individual students for planning further instruction. Examples of reporting formats used to communicate student gains both to students and to parents are included. Examples of reports for students who were identified as needing special consideration in the unit are also included.
To score a ① in this area:	Little or no information regarding student progress within the unit was communicated with parents. Progress toward IEP goals and objectives has not been documented.

Scoring

Guideline #	Your score:	Comments:	Our score:	Comments:
1				
2				
3				
4				
5				

* Criteria stated in OAR 584-16-075 governing teacher licensure.

NAME: _____

WORK SAMPLE SCORING GUIDE

Work Sample Unit: _____

Date: _____ **Student ages/grade:** _____

1.	Includes goals for the unit of study (generally two to five weeks in length) that vary in kind and complexity, but that include concept attainment and application of knowledge and skills.*	
	To score a ⑤ in this area:	Planning for the unit includes evidence of collaborative planning using heuristic planning tools, such as the *Brainstorm Teaching Plan*, student/teacher Webs, *Multiple Intelligences Lesson Plans* and/or other organizing planning tools. Goals are achieved through a variety of activities and assessments through which students will apply and demonstrate their skills, personal growth and concept attainment for the unit. Assessment practices also include a mechanism to record incidental learning. Plans maximize school and community resources and provide for a variety of instructional strategies and teaching locations.
	To score a ① in this area:	Planning evidence is minimal. Unit content is unthematic, lacks links to life experiences and applied activities. Evidence indicates that planning was done by one person and does not include other staff, volunteers or other community resources in its implementation plan. Assessment strategies are narrow and provide limited opportunities for students to demonstrate knowledge and growth.
2.	Includes instructional plans to accomplish the learning goals for the identified group(s) of pupils.*	
	To score a ⑤ in this area:	A set of daily lesson plans derived from the Unit plan are in place at the beginning of the unit. On-going changes and adjustments are indicated throughout the course of the teaching. Lesson plans are detailed enough for a substitute teacher to deliver the day's instruction and activities to a reasonable degree of quality. The instructional plans also identify special consideration for diverse learners and learning needs, including planned teaching objectives that relate to individual student goals and interests with a planned documentation/reporting strategy on achievement such as the ITER and/or IEP updates.
	To score a ① in this area:	Overall instructional plans are sketchy and unclear. The plans include few or no objectives, strategies, or opportunities for students with diverse learning styles and needs to demonstrate success and accomplishments.
3.	Includes data on learning gains resulting from instruction, analyzed for each pupil, and summarized in relation to pupils' level of knowledge prior to instruction.*	
	To score a ⑤ in this area:	The completed unit reflects a variety of data sources to document student gains for each student. Recording and documentation strategies include individual documentation for those students (2-3) identified in the initial plans. Documentation relates directly to the individual student's goals and objectives, e.g. using an ITER reporting format.
	To score a ① in this area:	Evidence of student gains is unclear or incomplete. Individual student accomplishments are not summarized and there is little relationship to individual objectives and learning needs.

* Criteria stated in OAR 584-16-075 governing teacher licensure.

4.	Includes interpretation and explanation of the learning gains, or lack thereof.*	
	To score a ⑤ in this area:	Actual daily lesson plans include a reflective component that analyzes each day's teaching, accomplishments, difficulties, the decision-making process whereby plans are adjusted in response to the class needs. The completed set of lesson plans are presented with an overall analysis of the effectiveness of the unit, instructional strategies, activities, etc. with suggestions for adjustments should the unit be presented again.
	To score a ① in this area:	Little or no evidence is presented that indicates a reflective process in evaluating the effectiveness of the unit and instruction. Lesson plans have remained unaltered, even though student gains were minimal or lacking.
5.	Includes a description of the uses to be made of the data on learning gains in planning further instruction on this and subsequent topics and in reporting pupils' progress to them and their parents.*	
	To score a ⑤ in this area:	The Unit summary includes analysis for the class as a whole and for individual students for planning further instruction. Examples of reporting formats used to communicate student gains both to students and to parents are included. Examples of reports for students who were identified as needing special consideration in the unit, e.g. with an ITER or IEP, are also included.
	To score a ① in this area:	Little or no information regarding student progress within the unit was communicated with parents. Progress toward IEP goals and objectives has not been documented.

Scoring

Guideline #	Your score:	Comments:	Our score:	Comments:
1				
2				
3				
4				
5				

* Criteria stated in OAR 584-16-075 governing teacher licensure.

SSCE/BCSC Course ❧ Assessment

Scoring Guide

Throughout the SSCE/BCSC Course assessment procedures have been designed to:

- assist you to reflect on your learning from a variety of perspectives;
- form an intrinsic component of your ongoing learning;
- assist you to give and receive peer feedback;
- support a meaningful conversation between you and the course team about your learning; and
- teach assessment procedures and practices which will be useful to you in the classroom.

For each task you will be expected to score your work according to both *Presentation Rubrics* and *Task Specific Rubrics*. We will use the same rubrics to score your tasks in addition to our comments n your work. For selected tasks you will have the opportunity to give and receive peer feedback. To assist you in this process we have designed the *SSCE/BCSC Task Cover Sheet*.

Using the SSCE/BCSC Cover Sheet

1. *Fill in your name, the task, your group, and the date.*
2. *Always complete* **Presentation & Task Specific** *scores - using the rubrics as a guide.*
3. *Reflect on whichever of the* **Key Learning Areas** *apply (at least two per task & cover all areas at least once each term). Guidelines are provided on the back of this guide.*
4. *Illustrate with examples (either on the front of the sheet or in the space provided on the back)*
5. *Provide us with any other comments and feedback which will assist us to support you in your learning.*

1. Presentation Rubric (Used with all tasks)

Ideas and Content

5	The presentation is clear, focused, and interesting. It holds the audience's attention. Relevant anecdotes and details enrich the central theme or story line.
3	The presentation is clear and focused, even though the overall result may not be captivating. Support is attempted, but it may be limited, insubstantial, too general, or out of balance with the main ideas.
1	The presentation lacks a central idea or purpose, or forces the audience to make inferences based on very sketchy details.

Organization

5	The organization enhances or showcases the central idea or theme. The order or structure, is compelling and moves the audience through the presentation.
3	The audience can readily follow what is being presented, but the overall organization may sometimes be ineffective or too obvious.
1	Organization is haphazard and disjointed. The presenter lacks direction with ideas, details, or events strung together helter-skelter.

Voice

5	The presenter speaks directly to the audience in a way that is individualistic, expressive, and engaging. Clearly the presenter is involved in the presentation and expects to be heard.
3	The presenter seems sincere but not fully involved in the topic. The result is pleasant, acceptable, sometimes even personable, but not compelling.
1	The presenter seems wholly indifferent, uninvolved, or dispassionate. As a result, the presentation is flat, lifeless, stiff, or mechanical. It may be (depending on the topic) overly technical or jargonistic.

2. Task Specific Rubrics

We will generate Task Specific Rubrics in two ways;

1. ***Together with you***. After discussing the purpose of the task, the class will develop a rubric for the accomplishment of the activity.
2. ***Developed by SSCE/BCSC Team - reviewed by class***: You will be given a draft rubric with the task description in the syllabus. After your review, the rubric will be finalized.

Teaching or Roles/Relationship "Slice" Cover Sheet:

Focus on a small portion of your teaching day, an event, a slice, a slice of your day. This is an opportunity to reflect in detail about a single teaching/learning event, or some incident with a student. Alternatively, focus on an exchange or interaction you have had with a colleague, parent, administrator, etc. Look closely enough to examine how the relationship is going (getting better, breaking apart). What types of roles do you take with different adults you meet throughout the day. Get inside your own head and talk about the conscious and unconscious shifts you make to get through this small slice of your professional day.

The task has two parts.

First, describe the event in detail. Try to capture not just what happened, but what you were thinking or imagined others to be thinking. What decisions were being made? Were you changing course "mid-stream"? Capture the immediate context, but don't worry about too much background or history.

Second, tell us what your thoughts are about this event. Why did you select it? What does it reveal about teaching, learning, or some other aspect of your work life? What will you take from this event that will be helpful in the future?

Further comments....Examples to support score...Any other feedback to us...

Presentation Score

A copy of this rubric is on the front page of the SSCE/BCSC Course Task Scoring Guide

	Your Score	*Our Score*
Ideas & Content	1 2 3 4 5	
Organization	1 2 3 4 5	
Voice	1 2 3 4 5	

Task Specific Rubric

	Your Score	*Our Score*
1. **DESCRIPTION:** 5 You described the event in detail, capturing not just what happened, but what you were thinking or imaged others to be thinking. You captured the immediate context, not worrying about too much history or background. The stage is not clearly set so it is difficult to understand the situation, or the event is so broad and general that it cannot be considered a "slice". A very large ongoing interaction is described without "self talk"	1---------- 5	
2. **REFLECTION:** 5 You told us your thoughts about this description, why you selected it, what it revealed about your learning or some other aspect of your work life. You also used this reflection to bridge to teaching events in the future. 1 There is no reflection around the event. The reader cannot tell what thoughts were in your head or why you felt the event was important enough to write about. No learning or reflective decision making is conveyed.	1---------- 5	

Our feedback to you...

BCSC Course ❧ Task Cover Sheet

Use your *Assessment Guide* to assist you to complete **your** self-assessment of your presentation.

How do you assess your presentation?

PRESENTATION SCORE

	Your score *Circle one #*	Our Score
Ideas & content	1 2 3 4 5	
Organization	1 2 3 4 5	
Voice	1 2 3 4 5	

TASK SPECIFIC SCORE

		Your score *Circle one #*	Our Score
Rubric	1.	1 2 3 4 5	
	2.	1 2 3 4 5	
	3.	1 2 3 4 5	
	4.	1 2 3 4 5	
	5.	1 2 3 4 5	

Further comments .... Examples to support your score .... Any other feedback to us ....

Our feedback to you .....

Name: ..... Assignment: ..... Group: ..... Date: .../.../...

NOTE: Don't forget to reflect on at least 2 of the priority learning areas (over)

Priority Learning Areas

Each assignment you complete during the course should contribute to your learning in a number of the key learning areas. Use the tables below to assist you to reflect on the learning areas in relation to your presentation/paper. Remember to use your ***Assessment Guide*** *to assist you with this task. Shade in the "puzzle pieces" to show how much of each area you have described (or done as a group), and place a mark on the line to show how you feel about your learning in the area. Make any other comments you like in the boxes or in the space provided over the page.*

Reflect on at least two of these areas per assignment. Try to cover all areas at least once per term.

GROUP PRACTICE (1) *(In your paper/ project)*

- *I have described*
- *In my own learning*

Team work | Collaboration | I understand this area well

Consultation | Difficulties in working together | I'm struggling with this area

GROUP PRACTICE (2) *(If this is a group project)*

- *As a group we*
- *I feel we*

worked as a team | collaborated | understand this area well

consulted | had difficulty in working together | are struggling with this area

PROFESSIONAL LEARNING

- *I have described*
- *In my own learning*

Learning something new | Intellectual labor | I understand this area well

Challenging assumptions | Unthinking habits or ways | I'm struggling with this area

PROFESSIONAL INQUIRY

- *I have described*
- *In my own learning*

Individual Inquiry | Professional Inquiry | I understand this area well

Action Research | Lack of questioning | I'm struggling with this area

RESTRUCTURING INCLUSIVE SCHOOLS

- *I have described*
- *In my own learning*

A restructuring school community | Learning membership for all students | I understand this area well

Special education inclusion | Ability grouped schooling | I'm struggling with this area

INDIVIDUALLY TAILORED, "PERSONALIZED LEARNING"

- *I have described*
- *In my own learning*

Comprehensive curriculum with personalized outcomes | Modified curriculum | I understand this area well

Ability grouped standard curriculum | Individual programs | I'm struggling with this area

SSCE/BCSC Course ~ Priority Learning Areas

Reflection Guide

Our design of the activities and experiences in BSCS Course reflects our committment to five priority learning areas. As the course progresses you will be given many opportunities to explore and become more competent in each of these areas. We have briefly summarized each area here to assist you to reflect on, and monitor your learning in each of the areas. We suggest that for each assignment you use the back of the Assignment Cover Sheet to note ways in which the particular assignment reflects your growing mastery of each learning area. Looking back over these notes at the end of the course sequence will summarize your assessment of your learning.

Group Practice

We hope you will leave the sequence *absolutely dependent* on doing your own particular work through the ongoing interaction and assistance of others, especially equal and unequal colleagues and family and community members. In the course you will have opportunities to learn about and practice working collaboratively with others. Some of the areas we will explore together are: information exchange, sampling different perspectives, working together to produce group assignments, group process dynamics, teamwork, collaboration and consultation (how they are similar and different), managing group work effectively and efficiently, and managing personal work to generate time for group work. Some of the questions you might ask in reviewing this area are: Who is working together ? Who is not working with others? Why? What are their roles? Equal? Unequal? How are they working together? are they consulting? collaborating? Are they a team? What are the difficulties they are facing?

Professional Learning

We hope participation in this course will lead to a renewed commitment to (and skills for reflective practice) along with a commitment to the kind of in-depth continuing professional development that will support and sustain this reflective practice. Not only will you have opportunities to learn new things but also opportunities to question your assumptions and some of the "givens" in your own practice and in the places where you work. As educators you will take part in the "intellectual labor" of critically understanding some of the economic, social and cultural impacts on schooling, the expectations and attitudes in schools to different groups of students, and of striving to improve the situations in which you work. You will have opportunities to reflect alone and with your peers, to take part in self- and peer-assessment and practice constructing effective professional development opportunities and activities. Some of the questions you might ask in reviewing this area are: What is being taken for granted here? What learning is going on? For whom? What are some of the "givens" here? How am I (or others) looking at particular kids? Why? How did (or could) this experience help my learning?

Professional Inquiry

Since schools will only continue to change, it's critical that teachers have the skills to systematically examine and change their own practice (individual inquiry), to collectively review and change teaching and group practice (professional inquiry), and to create and maintain the organizational structures that will support ongoing research and improvement (action research). You will have opportunities to examine individual teacher roles and relationships within the larger school environment, to learn about and practice strategies for developing information systems about student learning, and develop action and advocacy plans for improved schooling.

Restructuring Inclusive Schools

Throughout the course we will have many opportunities to learn about and understand general and special education reform and restructuring and the merger of these to create restructured inclusive schools. We will explore the differences between special education inclusion and systemic inclusion and their relationship to educational reform and restructuring. You will have opportunities to learn about dominant ability grouping history, the limits and opportunities of previous and current reforms, ways to effectively use multiple approaches to teaching and learning, and also practice mapping and analyzing reforms generally and in particular school/district/state systems. As you review your own learning in this area you will be also analyzing the situations your are describing or planning and asking yourself "What is really happening here? Reform? Restructuring? Special Education Inclusion? Ability grouped schooling?

Individually Tailored, "Personalized Learning"

In Fall and Winter we will thoroughly explore the idea of comprehensive curriculum with personalized outcomes for all students,. We will review current curricula approaches and practices (e.g. ability grouped programming, individual programming, standard curriculum, modified and adapted curriculum), and have many opportunities to practice curriculum design. We will cover integrated curriculum, multiple intelligence theory, activity-based assessment, teaching to functional result-driven outcomes, thematic curriculum design, direct-instruction, authentic teaching and assessment approaches, innovations in content area teaching (e.g. whole language, activity based math), specific individual support needs that apply to all kids but specially to those with more significant disabilities (e.g. physical and medical supports, emotional and behavioral supports, cultural, linguistic and family supports, and communication supports).

ATTACHMENT 7

- **List of Workshops, Inservices, & National Presentations***

*(Available upon request)

ATTACHMENT 8

- Module 1D: Designing Classroom Curriculum for Personalized Learning*
- Module 4E: Student Membership Snapshots*
- Taking a Good Look at Schools: A Visit Guide*

(Available upon request)

ATTACHMENT 9

- **Four Articles***

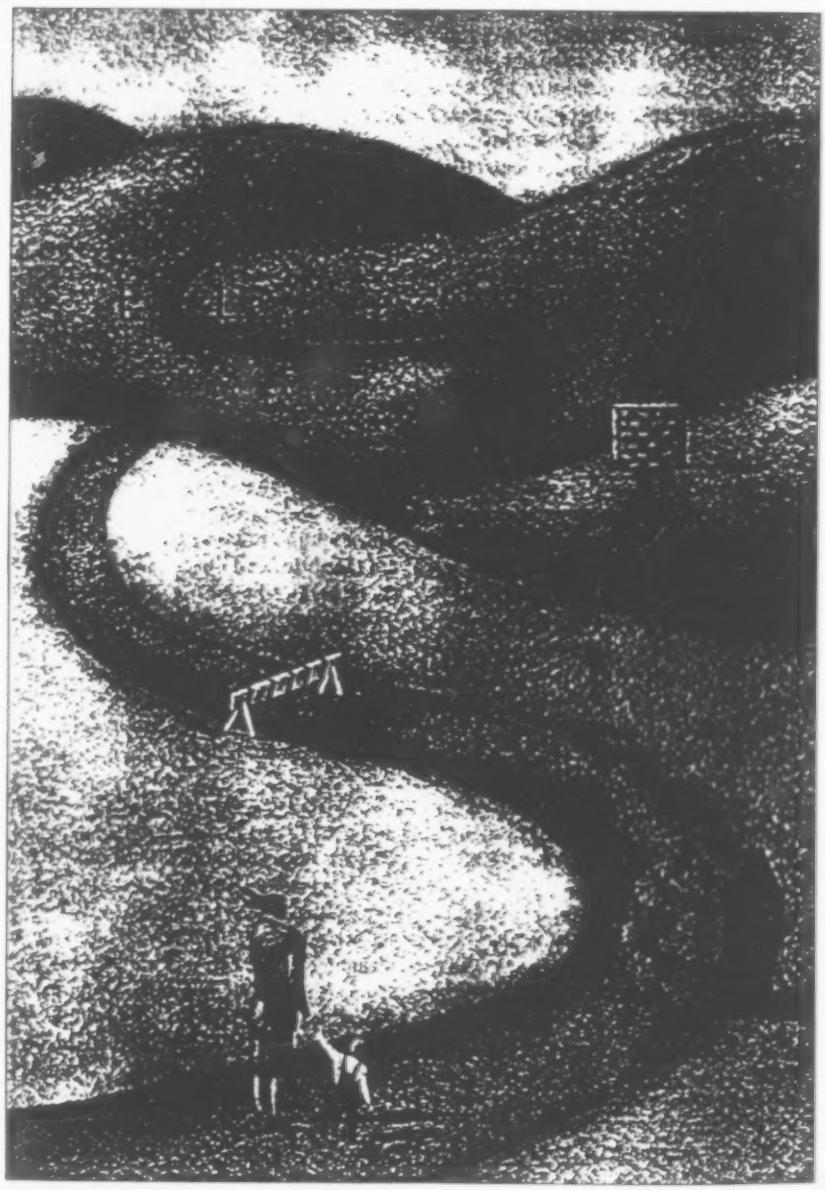
*(Only two articles are included in this summary. The other two are available on request.)

The Real Challenge of Inclusion

Confessions of a 'Rabid Inclusionist'

BY DIANNE L. FERGUSON

The new challenge of inclusion is to create schools in which our day-to-day efforts no longer assume that a particular text, activity, or teaching mode will "work" to support any particular student's learning, Ms. Ferguson avers.



ABOUT A YEAR ago, a colleague told me that my work was constrained by the fact that "everyone" thought I was a "rabid inclusionist." I was not exactly sure what he meant by "rabid inclusionist" or how he and others had arrived at the conclusion that I was one. I also found it somewhat ironic to be so labeled since I had been feeling uncomfortable with the arguments and rhetoric of both the anti-inclusionists and, increasingly, many of the inclusionists. My own efforts to figure out how to achieve "inclusion" — at least as I understood it — were causing me to question many of the assumptions and arguments of both groups.

In this article, I wish to trace the journey that led me to a different understanding of inclusion. I'll also describe the challenges I now face — and that I think

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Illustration by John Reece

we all face — in trying to improve our schools.

The Limits of Our Reforms

Despite our best efforts, it was clear to my husband and me that even the possibility of "mainstreaming" was not open to our son Ian. Although mainstreaming had been a goal of the effort to change the delivery of special education services since the late 1960s, the debates never extended to a consideration of students with severe disabilities. Indeed, it was only the "zero reject" provisions of the Education for All Handicapped Children Act (P.L. 94-142) in 1974 that afforded our son the opportunity to attend school at all — albeit a separate special education school some 20 miles and two towns away from our home. What that landmark legislation did not change, however, were underlying assumptions about schooling for students designated as "disabled."

Since special education emerged as a separate part of public education in the decades spanning the turn of the century, the fundamental assumptions about students and learning shared by both "general" and "special" educators have not changed much. Despite periodic challenges, these assumptions have become so embedded in the culture and processes of schools that they are treated more as self-evident "truths" than as assumptions. School personnel, the families of schoolchildren, and even students themselves unquestionably believe:

- that students are responsible for their own learning;
- that, when students don't learn, there is something wrong with them; and
- that the job of the schools is to determine what's wrong with as much precision as possible, so that students can be directed to the tracks, curricula, teachers, and classrooms that match their learning-ability profiles.

Even our efforts to "integrate" and later to "include" students with severe disabilities in general education failed to challenge these fundamental assumptions. Indeed, these special education reform initiatives have served more to reinforce them.

Unlike mainstreaming, which was grounded in debate about where best to provide the alternative curricular and instructional offerings that students with disabilities need, the reform initiatives of integration and later of inclusion drew much more heavily on social and political discourse. From a democratic perspective, every child has a right to a public education. For those moderately and severely disabled students who had previously been excluded from schooling on the ground that they were too disabled to benefit, the application of a civil rights framework gave them the same status as any minority group that was widely disenfranchised and discriminated against.[1] The essential message of integration was to remediate social discrimination (not so much learning deficits) by ending stigmatizing and discriminatory exclusion.

We sought this more "normalized" schooling experience for Ian, advocating actively for placement in a typical public school rather than in a separate school. Unfortunately, the efforts of professional educators to balance the right of students to be educated with the still unchallenged and highly individualized deficit/remediation model of disability most often resulted in the delivery of educational services along some continuum of locations, each matched to the constellation of services believed to "fit" the identified type and amount of student deficit and disability.

For someone like our son, with multiple and severe disabilities, the result was self-contained classrooms that afforded only the briefest contact with nondisabled students. The integrationists' promise that the mainstream would tolerate and perhaps even incorporate more differences in abilities remained largely unfulfilled. Even when some students found themselves integrated into general education classrooms, they often did not reap the promised rewards of full membership.

Yet we could see the promise of something else. Ian's first experience in a *public* school was when he was about 10. He was assigned to a new self-contained classroom for "severely and profoundly handicapped" students. This new classroom was located in the "physically handicapped school," where all students with physical disabilities were assigned because the building had long ago been made accessible, unlike most other school buildings in town.

Because we hoped he would have some involvement with nondisabled peers, we lobbied the school administration for a policy that permitted two kinds of "mainstreaming": one kind for students who could learn alongside their peers with some extra teaching help and another kind for students like Ian, who could not learn the same things but might benefit by learning other things. It took months of discussion, but finally the grade 5 class down the hall from Ian's self-contained room invited him to join it for the "free" times during the day when students got to pick their own games and activities. The teacher was skeptical but willing and sent students to collect him for some part of nearly every day.

One day a small group of students invited Ian to join them in a Parcheesi game. Of course, he had no experience with the game and probably didn't grasp much of it. It could be argued, I suppose, that his lessons (at the separate school and class) on picking things up and putting them into cans offered him some ability to participate, but he would not be just another player like the other fifth-graders. The students, with no adult intervention, solved this participation problem by making him the official emptier of the cup of dice for all the players — something he could not only do, but relished. His role was critical to the game, and he got lots of opportunities to participate, since he was needed to begin every player's turn.

Ian's experience in Parcheesi expanded over the year to include some integration in music, lunch, and recess with these same students. More important were the lessons his participation began to teach us about the possibilities of integration that we and others had not yet fully explored, especially regarding the ways that learning, participation, and membership can mean different things for very different children in the same situation.

However it was being implemented, integration also contained a critical flaw in logic: in order to be "integrated" one must first be segregated. This simple point led to the first calls for inclusion. According to this new initiative, all students should simply be included, by right, in the opportunities and responsibilities of public schooling. Like integration, however, these early notions of inclusion focused primarily on students with moderate to severe disabilities who most often were placed along the continuum of service environments furthest from general education classrooms.

Unfortunately, neither integration nor inclusion offered much practical guidance to teachers who were engaged in the daily dynamics of teaching and learning in classrooms with these diverse students. The focus on the right to access did not provide clear direction for achieving learning outcomes in general education settings. Essentially, both of these reform efforts challenged the logic of attaching services to places — in effect challenged the idea of a continuum of services. However, the absence of clear directions for how services would be delivered instead and the lack of information about what impact such a change might have on general education led some proponents to emphasize the importance of social rather than learning outcomes, especially for students with severe disabilities.[7] This emphasis on social outcomes certainly did nothing to end the debates.

Inclusion as 'Pretty Good' Integration

The inclusion initiative has generated a wide range of outcomes — some exciting and productive, others problematic and unsatisfying. As our son finished his official schooling and began his challenging journey to adult life, he enjoyed some quite successful experiences, one as a real member of a high school drama class, though he was still officially assigned to a self-contained classroom.[8] Not only did he learn to "fly," trusting others to lift him up and toss him in the air (not an easy thing for someone who has little control over his body), but he also memorized lines and delivered them during exams, learned to interact more comfortably and spontaneously with classmates and teachers, and began using more and different vocal inflections than had ever before characterized his admittedly limited verbal communications. Classmates, puzzled and perhaps put off by him at the beginning of the year, creatively incorporated him into enough of their improvisations and activities to be able to nominate him at the end of the year not only as one of the students who had shown progress, but also as one who showed promise as an actor. He didn't garner enough votes to win the title, but that he was nominated at all showed the drama teacher "how much [the other students] came to see him as a *member* of the class."

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Ian's experiences in drama class helped me begin to understand more fully that *learning* membership was the most important dimension of inclusion and that it was an extraordinarily complex phenomenon, especially within classrooms.[4] It also prompted me to question other bits of the conventional wisdom about inclusion: Is inclusion all about place? Must it be full time? Is it okay for learning to take second priority to socialization and friendship? Does one always have to be traded for the other? Will students learn things that they can use and that will make a difference in their lives? Who will teach, and what will happen to special educators? And so on.

A three-year research effort followed, during which I learned a good deal about what inclusion is and isn't. Perhaps the most troubling realization was that — even when students were assigned to general education classrooms and spent most (or even all) of their time there with various kinds of special education supports — their participation often fell short of the kind of social and learning membership that most proponents of inclusion envision and that Ian achieved in that one drama class. Even to casual observers, some students seemed set apart — immediately recognizable as different — not so much because of any particular impairment or disability but because of what they were doing, with whom, and how.

During the years of our research, my colleagues and I saw students walking through hallways with clipboard-bearing adults "attached" to them or sitting apart in classrooms with an adult hovering over them showing them how to use books and papers unlike any others in the class. Often these "Velcroed" adults were easily identifiable as "special education" teachers because the students called them by their first names while using the more formal Ms. or Mr. to refer to the general education teacher. The included students seemed *in*, but not *of*, the class. Indeed, we observed teachers who referred to particular students as "my inclusion student." It seemed to us that these students were caught inside a bubble that teachers didn't seem to notice but that nonetheless succeeded in keeping other students and teachers at a distance.

We also saw other students "fitting in," following the routines, and looking more or less like other students. But their participation seemed hollow. They *looked* like they were doing social studies or math, but it seemed more a "going through the motions" than a real learning engagement. Maybe they were learning in the sense of remembering things, but, we wondered, did they know what they were learning? Or why? Or whether they would use this learning in their lives outside of school?

Even the protection of an individualized education program (IEP) — a key component of P.L. 94-142 and now of the updated Individuals with Disabilities Education Act (IDEA) — seemed yet one more barrier to real membership. Special education teachers became "teachers without classrooms," plying their skills in many places, following carefully designed and complicated schedules that deployed support personnel in the form of classroom assistants to teach, manage, and assist the "inclusion students" so that they could meet the goals and objectives of their IEPs. Classroom teachers struggled to understand how to "bond" with their new students.

In trying to change everything, inclusion all too often seems to be leaving everything the same. But in a new place.

Even more challenging was how to negotiate teaching. The peripatetic special educator usually remained primarily responsible for writing IEPs that only distantly related to the classroom teacher's curriculum and teaching plans. At the same time the general educator would strive to assume "ownership" of the shared student's teaching, often by following the instructions of the special educator. Special educators who were successful at moving out of their separate classrooms struggled with the sheer logistics of teaching their students in so many different places. They also struggled with whether they were teachers of students or teachers of other teachers. And some wondered what would happen to them if the general educators ever "learned how" to include students without help.

Bursting Bubbles

Gradually I came to see these examples and the experiences that have been detailed elsewhere as problematic for everyone precisely because they failed to challenge underlying assumptions about student learning differences.[5] Too much inclusion as implemented by special education seems to succeed primarily in relocating "special" education to the general education classroom along with all the special materials, specially trained adults, and special curriculum and teaching techniques. The overriding assumptions remain unchanged and clearly communicated.

- These "inclusion" students are "irregular," even though they are in "regular" classrooms.
- They need "special" stuff that the "regular" teacher is neither competent nor approved to provide.
- The "special" educator is the officially designated provider of these "special" things.

In trying to change everything, inclusion all too often seems to be leaving everything the same. But in a new place.

My colleagues and I also saw lots of examples of things that did not remain the same, examples like my son's experience in drama class. The challenge was to try to understand what made these experiences different.

Gradually I began to realize that, if inclusion is ever to mean more than pretty good integration, we special educators will have to change our tactics. To resolve the debates about roles, ownership, accountability, student learning achievements, the meaningfulness of IEPs, and the achievement of genuine student membership in the regular classroom, we must begin with the *majority* perspective and build the tools and strategies for achieving inclusion from the center out rather than from the most exceptional student in. Devising and defining inclusion to be about students with severe disabilities — indeed, any disabilities — seems increasingly wrongheaded to me and quite possibly doomed to fail. It

can only continue to focus everyone's attention on a small number of students and a small number of student differences, rather than on the whole group of students with their various abilities and needs.

Inclusion isn't about eliminating the continuum of placements[7] or even just about eliminating some locations on the continuum,[8] though that will be one result. Nor is it about discontinuing the services that used to be attached to the various points on that continuum.[9] Instead, a more *systemic* inclusion — one that merges the reform and restructuring efforts of general education with special education inclusion — will disassociate the delivery of supports from *places* and make the full continuum of supports available to the full range of students. A more systemic inclusion will replace old practices (which presumed a relationship between ability, service, and place of delivery) with new kinds of practice (in which groups of teachers work together to provide learning supports for all students).

Inclusion isn't about time either. Another continuing debate involves whether "all" students should spend "all" of their time in general education classrooms.[5] One form of this discussion relies largely on extreme examples of "inappropriate" students: "Do you really mean that the student in a coma should be in a general education classroom? What about the student who holds a teacher hostage at knife point?" Other forms of this argument seek to emphasize the inappropriateness of the general education classroom for some students: "Without one-to-one specialized instruction the student will not learn and his or her future will be sacrificed." Another version of the same argument points out that the resources of the general education classroom are already limited, and the addition of resource-hungry students will only further reduce what is available for regular education students.

Of course these arguments fail to note that labeled students are not always the most resource-hungry students. Indeed, when some students join general education classrooms, their need for resources diminishes. In other instances, the labeled student can bring additional resources that can be shared to other classmates' benefit. These arguments also fail to note that the teaching in self-contained settings, as well as the resource management, can sometimes be uninspired, ordinary, and ineffective. Consider how many students with IEPs end up with exactly the same goals and objectives from year to year.

Like the debates about place, debates about time miss the point and overlook the opportunity of a shift from special education inclusion to more systemic inclusion. *Every* child should have the opportunity to learn in lots of different places — in small groups and large, in classrooms, in hallways, in libraries, and in a wide variety of community locations. For some parts of their schooling, some students might spend more time than others in some settings. Still, the greater the number and variety of students learning in various locations with more varied approaches and innovations, the less likely that any student will be disadvantaged by not "qualifying" for some kind of attention, support, or assistance. If all students work in a variety of school and community places, the likelihood that any particular students will be stigmatized because of their learning needs, interests, and preferences will be eliminated. All students will benefit from such variety in teaching approaches, locations, and supports.

The Real Challenge of Inclusion

Coming to understand the limits of inclusion as articulated by special educators was only part of my journey. I also had to spend time in general education classrooms, listening to teachers and trying to understand their struggles and efforts to change, to help me see the limits of general education as well. The general education environment, organized as it still is according to the bell curve logic of labeling and grouping by ability, may never be accommodating enough to achieve the goals of inclusion, even if special educators and their special ideas, materials, and techniques become less "special" and separate.

It seems to me that the lesson to be learned from special education's inclusion initiative is that the real challenge is a lot harder and more complicated than we thought. Neither special nor general education alone has either the capacity or the vision to challenge and change the deep-rooted assumptions that separate and track children and youths according to presumptions about ability, achievement, and eventual social contribution. Meaningful change will require nothing less than a joint effort to reinvent schools to be more accommodating to all dimensions of human diversity. It will also require that the purposes and processes of these reinvented schools be organized not so much to make sure that students learn and develop on the basis of their own abilities and talents, but rather to make sure that all children are prepared to participate in the benefits of their communities so that others in that community care enough about what happens to them to value them as members.[10]

My own journey toward challenging these assumptions was greatly assisted by the faculty of one of the elementary

"Give me that scalpel, Herb. I want some payback."

No longer must the opportunity to participate in life wait until some standard of "normalcy" is reached.

schools in our research study on inclusion. Most of our research had really centered on the perspectives of special educators. While we talked with many other people in the schools, our access had always been through the special educator who was trying to move out into the school. Finally, however, we began to shift our attention to the *whole* school through the eyes of *all* its members. For me, it was a shift from *special education research* to *educational research* that also happened to "include" special education teachers and students. I began to learn the language of schooling, became able to "talk education" rather than just talk special education, and sought that same bilingualism for my students and colleagues through a series of reframed research and demonstration projects.

Learning about various reform agendas within education that support and facilitate systemic inclusion enormously reassured and encouraged me, and I have begun to refocus my efforts toward nurturing them. For example, in response to the changing demands of work and community life in the 21st century, some initiatives within general education reform and restructuring are focusing on students' understanding and use of their own learning rather than on whether or not they can recall information during tests. Employers and community leaders want citizens who are active learners and collaborators as well as individuals who possess the personal confidence and ability to contribute to a changing society.[10]

In response to these broader social demands, teachers at all levels of schooling are trying to rethink curriculum. They are looking for ways to help students develop habits of learning that will serve them long after formal schooling ends. In pursuit of this goal, they are moving from seeking to cover a large number of "facts" to exploring in more depth a smaller number of topics of interest and relevance to students.[11] An important aspect of this curriculum shift is that not all students will learn exactly the same things, even within the same lesson or activity.

These changes in general education are being pursued because of increasing social complexity and student diversity. Educators are less and less confident that learning one standard, "official" curriculum will help students achieve the kind of competence they need to lead satisfactory lives. Greater numbers of educators are concerned not so much that some bit of content knowledge is learned, but rather that students use their learning in ways that make a difference in their lives outside of school. The difficulty in making this happen in classrooms is that students bring with them all manner of differences that teachers must take into consideration. These include different abilities, of course, but also different interests, different family lifestyles, and different preferences about schools and learning. Students' linguistic backgrounds, socioeconomic status, and cultural heritage must also be considered when making curriculum and teaching decisions. Finally, some students have different ways of thinking and knowing — sometimes emphasizing language, sometimes motor learning, sometimes artistic intelligence, and so on.[11]

To general education teachers who are experimenting with these kinds of curricular and teaching reforms, students with official disabilities become different in degree rather than in type. Tailoring the learning event for them might require adjustments or supports not needed by some other students. But the essential process remains the same for all. Fear of "watering down" the official curriculum remains only for those classrooms that have not responded to the need for more systemic reform of curriculum and teaching. Classrooms and teachers seriously engaged in preparing students for the future have already expanded and enriched the curriculum to respond both to the demands for broader student outcomes and to the different interests, purposes, and abilities of each student.

A New Inclusion Initiative

These are just a few of the ongoing discussions within general education. There are many more. Some, like the pressure to articulate new national standards and benchmarks, are less clearly supportive of student diversity. Reform initiatives are emerging from all parts of the system — from the efforts of small groups of teachers to those of state and federal policy makers. Often these various pressures for change contradict one another, but in the end all will have to be accommodated, understood, and transformed into a single whole.

Changing schools at all, never mind actually *improving* them, is an extraordinarily complex and arduous task. Public education is like a web: each strand touches many others, depending upon as well as providing support for the entire structure. Any change, even a small one, ripples through the web, sometimes strengthening, sometimes weakening the whole. When many things change at once, it is a time of both great risk and great energy.

Public education is in just such an exciting period of change. Perhaps for the first time, changes in all parts of the system can begin to converge. My own journey to understand inclusion has led me to propose my own definition of inclusion:

> Inclusion is a process of meshing general and special education reform initiatives and strategies in order to achieve a unified system of public education that incorporates all children and youths as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each student by providing meaningful curriculum, effective teaching, and necessary supports for each student.

Perhaps there are "rabid inclusionists," foaming at the mouth over some specific change and having but little awareness of the challenge their agenda represents to fundamental assumptions. I suppose that there are also "rabid separatists," just as fanatically insisting on preserving the present system and similarly unaware of the fundamental assumptions that influence their positions.

My own journey led me to a different destination. It led me to take the risk of admitting that I have changed my mind

about many things. (Perhaps it would be more accurate to say that I have not so much "changed" my mind as "clarified" and expanded my thinking.) I am still an advocate for inclusion, but now I understand it to mean much more than I believed it meant when I first began to study and experience it through my son. As I and others who share this broader understanding work to create genuinely inclusive schools, we will be encouraging people in schools, on every strand of the complex web, to change in three directions.

The first shift involves moving away from schools that are structured and organized according to ability and toward schools that are structured around student diversity and that accommodate many different ways of organizing students for learning. This shift will also require teachers with different abilities and talents to work together to create a wide array of learning opportunities.[14]

The second shift involves moving away from teaching approaches that emphasize the teacher as disseminator of content that students must retain and toward approaches that emphasize the role of the learner in creating knowledge, competence, and the ability to pursue further learning. There is a good deal of literature that seeks to blend various theories of teaching and learning into flexible and creative approaches that will accomplish these ends. The strength of these approaches is that they begin with an appreciation of student differences that can be stretched comfortably to incorporate the differences of disability and the effective teaching technology created by special educators.[15]

The third shift involves changing our view of the schools' role from one of providing educational *services* to one of providing educational *supports* for learning. This shift will occur naturally as a consequence of the changes in teaching demanded by diversity. Valuing diversity and difference, rather than trying to change or diminish it so that everyone fits some ideal of similarity, leads to the realization that we can *support* students in their efforts to become active members of their communities. No longer must the opportunity to participate in life wait until some standard of "normalcy" or similarity is reached. A focus on the support of learning also encourages a shift from viewing difference or disability in terms of individual limitations to a focus on environmental constraints. Perhaps the most important feature of support as a concept for schooling is that it is grounded in the perspective of the person receiving it, not the person providing it.[16]

The new challenge of inclusion is to create schools in which our day-to-day efforts no longer assume that a particular text, activity, or teaching mode will "work" to support any particular student's learning. Typical classrooms will include students with more and more kinds of differences. The learning enterprise of reinvented *inclusive* schools will be a constant conversation involving students, teachers, other school personnel, families, and community members, all working to construct learning, to document accomplishments, and to adjust supports. About this kind of inclusion I can be very rabid indeed.

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The Changing Role of Special Educators: A Development Waiting for a Trend

By Dianne L. Ferguson and Ginevra R. Ralph

It is difficult to locate an issue or development that is not touched, in one way or another, by the broader trend of inclusion. Despite ongoing debates, inclusion reforms have generated at least two quite visible results: (a) general education classroom diversity increasingly includes the diversity of disability, and (b) separate special education classrooms are gradually decreasing in number. As a consequence of both of these trends, the role and daily duties of special educators is shifting from classroom teacher to a variety of specialist, support, consultative, and generally itinerant roles. Here, we reflect on this shift in role and the implications for teacher education and continuing professional development.

The 'Traditional' Special Educator

First, it is useful to briefly review who these special educators are that are being asked to change roles. Historically, we have prepared special educators exclusively to work with students with specific disabilities. Many state licensure systems are categorical, licensing teachers to work with students with "learning disabilities," "behavioral disorders," and "mental retardation," or even specific levels of severity as in "*severe* emotional disturbance" or "*severe and profound* mental retardation." Further, special educators have traditionally earned stand alone licenses rather than endorsements added to a license in general education. The underlying assumption of these licensing practices is that students with disabilities need highly specialized curricula and instruction to remediate, or at least ameliorate, the effect of their disabling impairments.

Consequently, although current trends in licensure across the country reflect a shift to fewer and more general categories, most special educators now working in our changing schools have been prepared to work with a relatively narrow group of labeled students, usually in separate environments. While some eventually have acquired a solid understanding of general education curriculum, teaching, and organization, many serve the parallel system of special education with little or no professional interaction with general education and general educators.

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The Changing Role

In response to the pressures of inclusion, as well as some other national and state reform initiatives, these very special educators are moving out of their classrooms and resource rooms to become "inclusion facilitators," "inclusion teachers," "support specialists," and "teacher consultants" to name just four emerging job titles. For advocates of inclusion, this shift in role represents movement toward merging the parallel systems of general and special education into

> a single unified system of public education that incorporates all children and youth as active, fully participating members of the school community; that views diversity as the norm; and that ensures a high-quality education for each students by providing meaningful curriculum, effective teaching, and necessary supports for each student (Ferguson, 1995, p. 286).

For others, this shift in role threatens a loss of tradition, status, influence, and the very core of what makes special education *special*. That special core involves being able to bring highly specialized and technical teaching approaches to individual students in order to attenuate, and sometimes repair, highly individual and idiosyncratic differences in cognitive functioning and learning accomplishments (e.g., Gallagher, 1994).

Regardless of the position one takes on inclusion as a desirable reform, the shifting roles are real for an increasing number of special educators. Descriptions vary, but the new role includes being a "team member," an "adapter of curriculum," a "provider of technical assistance," a "coordinator, developer, and organizer of support for students and teachers in inclusive settings," and "an assistant to

all students, not just labeled students" (Cameron, 1994; Katul, 1995; Stainback & Stainback, 1990; Villa & Thousand, 1995).

Our own research (Cameron, 1994; Katul, 1995; Ferguson, Ralph, Cameron, Katul, in preparation) is helping us to appreciate the limitations of this changing role of special educators. So far, we have identified at least three issues special educators are facing in their effort to adapt to this new form of practice.

Special educators have limited knowledge about general education and its practices, while general educators remain equally uninformed about special education.

The Logistical Dilemmas

As teachers leave their separate classrooms to ply their skills in other teachers' classrooms, the logistical problems of decentralized service delivery become real and challenging. Some must travel between several schools, but even those who only travel within a single building face the management challenge of scheduling time with each of their students—and they do remain "their" students—within the constraints of other teachers' constantly changing and rarely predictable schedules. At best, these traveling teachers are able to deliver effective teaching some of the time. At worst, their students may learn less while suffering increased visibility as being different by virtue of the special attention and the unresolved question of teacher ownership. Such visibility can risk the fragile social connections the students might otherwise make with their peers.

Furthermore, while "not enough time" is the ubiquitous slogan of all teachers, for these peripatetic teachers without classrooms, the slogan takes on the reality of simple fact: not being able to directly teach their dispersed students to their professional satisfaction. Neither can they effectively serve as "curriculum collaborators" and "team teachers" when their students' teachers may be components of many different teams.

The Personal Loss

Special educators, like most educators, enter their profession to teach children. They enjoy being around children and youth. They are challenged by the search for ways to help children learn. They are rewarded by the resulting growth, however small or great, each student achieves. Too many newly designated special educators now find themselves quickly shifting away from teaching children and youth to teaching teachers or teacher assistants. To be sure, there are some compensations, but many struggle to find the same satisfactions in the more indirect efforts to influence and enable other educators to teach their former students. They worry privately about the logic of using personnel who prepared to teach to support teacher assistants who possess no such preparation. Apart from the variables of their own skills in teaching and supporting adults, and apart from the new teachers' just-blossoming abilities or the very real limits of many teacher assistants, the loss of *teaching* children can be a most personal one.

The Ironies of Expertise

Special educators become itinerant specialists or support teachers based in part on the assumption that they have a special expertise to share with "general" educators who now have been charged to teach students believed to have more complex learning needs than they have previously seen. Their own initial preparation programs participated in the assumption by teaching them to identify "different" students for referral. If suspected disabilities were confirmed (and referral has a high probability of resulting in identification of disability), students would leave their rooms for more expert instruction and appropriate curricula. Thus were both general and special educators needed to construct the parallel systems.

To be sure, special educators sometimes possess quite specific expertise in special instructional technologies, certain forms of assessment, educational law, physical modifications and adaptations, and information about how to manage a variety of other relatively rare events and issues. Unfortunately, when such specialized information

is decontextualized, interpolating it for general education content, assessment, and curriculum development is nearly impossible.

Finally, the role shift to *support specialist* or consultant assumes that previous special educators are also experts in consultation and adult learning. Yet, few special educators received enough preparation in teaching adults to permit them to meet the highly variable needs and issues of the teachers they must support. For their part, general educators are often unclear about what kinds of support to ask for, making it doubly difficult for the specialists to relinquish their status as holders of special knowledge.

Encouraging 'Mixed-Ability' Groups of Teachers

We have spent several generations creating a system of public education where forms of information as well as people are carefully separated. Special educators have limited knowledge about general education and its practices, while general educators remain equally uninformed about special education. As schools struggle to respond to the pressures of increasing student diversity, shrinking resources, and demands to accomplish more for every student, both groups of educators need the very expertise they lack.

At the same time, it seems foolhardy to believe that a single teacher could possess *all* the skills to create rich and effective learning opportunities for all children regardless of their family, socioeconomic, cultural, linguistic, ability, or learning differences.

Instead, we support and encourage an emerging trend in teacher education and licensure that prepares all teachers with a common core of knowledge and capacity in the theories and strategies of the teaching/learning event and, then, systematically expands all teachers' capacity to use those basic skills across more and more student diversity through continuing professional development.

Many teacher education programs have for some time made an effort to initially prepare both special educators and general educators with some exposure to the partner discipline. Increasingly, however, the effort is shifting from token exposure to substantive capacity building, but over time, recognizing that being an effective teacher in today's schools requires continuing professional development in many potential areas of expertise.

A few programs are trying to integrate the content of general and special preparation into a single seamless program; but regardless of the specific strategy, it seems clear that the teachers in 21st century American schools will need three things. First, they will need a basic capacity to construct effective learning experiences for a wide range of students, very likely including students with various disabilities. Second, since they will still not possess all the capacity to educate every possible student, they will also need the ongoing assistance of teacher colleagues who might possess experience and expertise they lack. Finally, they will need the opportunities for ongoing professional development to acquire additional expertise as needed to support the learning of both their students and their colleagues.

Perhaps such *mixed ability* groups of teachers will better be able to support both the students and the agendas of the 21st century more successfully than our current efforts to graft the knowledge of special education onto general education through the role of itinerant specialists.

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